

## Correlation of *Ça marche!, Incognito* to Sask. Ed. FSL curriculum

<b>Correlation to Sask. Ed. FSL Curriculum Document</b>	<b>Incognito</b>
Unit 7.1: Miscellaneous Activities Learning Objectives: <ul style="list-style-type: none"> <li>• Participate in a variety of learning activities on the topic of hobbies and pastimes</li> <li>• Show a willingness to communicate in French</li> <li>• Practise reading comprehension strategies</li> <li>• Strive for more accurate and effective use of linguistic structures and vocabulary</li> </ul>	Unit Description: Students study the importance of masks and facepainting in order to create a mask or facepaint design to represent their own qualities, personality traits and emotions, and write a description for their creation. They display their collection of masks or facepaint designs during a classroom exhibit, playing the role of the exhibitor and visitor. After the exhibit, students participate in a television interview.
<b>Common Essential Learnings</b>	
<b>Personal and Social Values and Skills</b> Foundational Objective (FO): Come to a better understanding of the personal, social and cultural aspects of French and other subjects taught in French. Learning Objectives (LO): Relate school material to real-life situations FO: Make contributions to society LO: Cooperate with others : Respond to the ideas of others	<ul style="list-style-type: none"> <li>• Examine masks and facepaint related to Canadian, francophone and world cultures and reflect on cultural symbols</li> <li>• Listen to Unit song and explore rhythm associated with different cultures</li> <li>• For the final project, students create individual masks that reflect their own personalities and interests</li> <li>• Students work cooperatively in order to participate in an exhibit of the final project and a television interview</li> <li>• Teacher's Guide provides possible strategies, roles and vocabulary for students to effectively participate in cooperative learning activities</li> </ul>
<b>Communication</b> FO: Use a wide range of language experiences for developing students' knowledge about French LO: Write about ideas presented using their own expressive language in order to understand the material under study FO: Use vocabulary, structures and forms of expression which characterize metalanguage. LO: Gradually incorporate vocabulary needed to talk about language in their speech and writing : Use text and listening aids : Use dictionaries, grammars and other reference aids	<ul style="list-style-type: none"> <li>• Use strategies to express opinions as per the General Language Syllabus of the NCFS</li> <li>• "S.O.S." <i>Stratégies</i> at the back of the <i>Livret</i> offer students at-a-glance reference for skill development</li> <li>• <i>Auto-évaluation fiches d'évaluation</i> provide students with an opportunity to assess their own learning</li> <li>• <i>Comment ça marche?</i> pages in the <i>Livret</i> uses correct grammatical terms</li> <li>• <i>Lexique</i> and internet options encourage students to use reference materials</li> </ul>
<b>Critical and Creative Thinking</b> FO: Enable students to think for themselves LO: Engage in learning practices that are relevant and meaningful	<ul style="list-style-type: none"> <li>• Journal entries, <i>auto-évaluation</i> in the <i>fiches d'évaluation</i></li> <li>• Brainstorming activities</li> <li>• Activities that provide learning outcomes in General Language Education syllabus provide opportunities for students to hypothesize, use strategies for effective communication, and use strategies for cooperative learning</li> </ul>
<b>Independent Learning</b> FO: Develop abilities to meet their own needs LO: Take risks : Identify needs and interests : Connect to what they already know : Develop ability to access knowledge about French language and culture	<ul style="list-style-type: none"> <li>• Take risks in Communicative/Experiential activities</li> <li>• Participate in <i>Qui suis-je?</i>, a personality quiz to help students determine their personal profile in French</li> <li>• Complete the final project as a reflection of their own interests and personality</li> </ul>

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<b>Adaptive Dimension</b> : Accommodate diversity in student learning needs	<ul style="list-style-type: none"> <li>• References to Multiple Intelligences</li> <li>• References to Differentiated Instruction</li> <li>• Accommodation and Enrichment suggestions</li> <li>• Optional activities in each phase</li> <li>• Optional phases</li> </ul>
<b>Experiential Goal</b> : Students will describe a pastime or collection	<ul style="list-style-type: none"> <li>• Final project encourages students to role-play both exhibitor and visitor viewing a collection of masks</li> <li>• Activities in unit phases lead students to this final project</li> <li>• After the presentation of the final project, students participate in a television interview.</li> </ul>
<b>Skill Development:</b> <ul style="list-style-type: none"> <li>• Oral Communication (Listening)</li> <li>• Oral Production (Speaking)</li> <li>• Written Comprehension (Reading)</li> <li>• Written Production (Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on Oral Communication and Oral Production</li> <li>• Oral Production activities included both controlled and free exchange situations</li> <li>• <i>Avant de lire</i> questions are designed to motivate students and to link reading to real-life experiences</li> <li>• <i>Lexique</i> at the back of the student book enables students to expand their vocabulary in all skill areas</li> <li>• Contextualized models of Written Production are provided to take students from controlled activities to creative expression</li> </ul>
<b>Possible Linguistic Content:</b> <ul style="list-style-type: none"> <li>• <i>Les verbes irréguliers</i></li> <li>• <i>Les adjectifs: masc., fém., sing., pl.</i></li> <li>• <i>Les adjectifs: la place</i></li> <li>• <i>Le comparatif</i></li> <li>• <i>Le superlatif</i></li> </ul>	<ul style="list-style-type: none"> <li>• Language structures presented on a “need-to-know” basis</li> <li>• Contextualized presentation</li> <li>• Reference section to foster independent learning</li> <li>• Consolidation and review to link to prior experience</li> </ul>
<b>Possible Language Functions:</b> <ul style="list-style-type: none"> <li>• Giving and receiving information             <ul style="list-style-type: none"> <li>○ Identifying, describing people, places, things</li> <li>○ Asking for/expressing an opinion</li> <li>○ Asking for information</li> </ul> </li> <li>• Describing attitudes and expressing feelings             <ul style="list-style-type: none"> <li>○ Expressing agreement/disagreement</li> <li>○ Expressing/describing preferences</li> <li>○ Expressing opinions</li> <li>○ Identifying advantages/disadvantages</li> <li>○ Predicting</li> </ul> </li> <li>• Getting things done             <ul style="list-style-type: none"> <li>○ Asking for/ giving advice</li> <li>○ Expressing need/want/desire</li> <li>○ Planning</li> <li>○ Offering/accepting/refusing help</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify elements of masks and facepainting, why they are worn and where</li> <li>• “<i>Je donne mon opinion</i>” in <i>Mon carnet</i> provides students with essential vocabulary for expressing an opinion</li> <li>• Personality quiz “<i>Qui suis-je?</i>” encourages students to express their own preferences and feelings</li> <li>• Pre-activity activities encourage students to make hypotheses about the relationship between masks and facepaint and real-life situations</li> <li>• Post-activity reflections offer students an opportunity to make predictions about the shape of the final project and to make inferences about the activity</li> <li>• Justify choices</li> <li>• Planning the personality and interests to be reflected in the final project</li> </ul>
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>• Attitudes and Values</li> <li>• Skills, Abilities and Knowledge</li> <li>• The Experiential Goal</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Reflection opportunities are identified by unit, by phases within the unit, and by activities within each phase</li> <li>• Evaluation and Reflection opportunities include check lists, self- evaluation, journal entries tracking sheets</li> </ul>

and rubrics

- Rubrics clearly identify the required elements for the final project in both Oral and Written Production