

## Correlation of *Ça marche!, Mémo-photos* to Sask. Ed. FSL curriculum

<u>Correlation to Sask. Ed. FSL Curriculum</u>	<u>Mémo-photos</u>
<p>Unit 7.1: Miscellaneous Activities, Hobbies and Pastimes Learning Objectives:</p> <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> <p>Optional unit 7.9: Miscellaneous Activities, Collections Experiential Goal:</p> <ul style="list-style-type: none"> <li>• Students will present one of their collections or a collection that they would like to begin.</li> </ul>	<p>Dimension: social/leisure Fields of Experience: family, food, sports and hobbies Unit Description: Students create a photo web to represent themselves and their personal preferences. Students also write a description to accompany their photo web. Students then present their photo web to the class. Using the information they have heard in their classmates' presentations, students play an interactive game called <i>Tic-Tac-Toc</i>. Each phase of the unit provides students with guidance and support by focussing on one particular aspect of the Final Project.</p>
Common Essential Learnings	The student can...
<p><b>Personal and Social Values and Skills</b></p> <ul style="list-style-type: none"> <li>• Foundational Objective (FO) 1 : Make contributions to society <ul style="list-style-type: none"> <li>○ Learning Objectives (LO): <ul style="list-style-type: none"> <li>: Cooperate with others</li> <li>: Respond sensitively to the ideas, comments and products of others</li> </ul> </li> </ul> </li> <li>• FO 2: Come to a better understanding of the personal, social and cultural aspects of French and other subjects taught in French. <ul style="list-style-type: none"> <li>○ LO: Relate school material to real-life situations</li> </ul> </li> <li>• FO 3: Support students in treating themselves and others with respect <ul style="list-style-type: none"> <li>○ LO: work toward improving self-esteem and self-confidence in themselves and others <ul style="list-style-type: none"> <li>: develop an understanding of the potential for making friends across age, gender and cultures</li> </ul> </li> </ul> </li> <li>• FO 4: promote understanding of discrimination, bias, racism, sexism and all forms of inequality, and contribute to their elimination <ul style="list-style-type: none"> <li>○ LO: use and choose materials which support balanced, fair, accurate portrayals of sexes, races, and cultural groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• examine food, sports and leisure activities related to Canadian, francophone and world cultures.</li> <li>• identify Francophone communities in Canada in Phase 2: <i>Mes photos, c'est moi...</i></li> <li>• use the population graph in <i>Culture à la carte</i> that shows the Francophone and bilingual population in each province.</li> <li>• listen to Unit song, <i>Une photo de toi</i> by Nicole Martin, written by Gilles Brown, CD track 3. They can follow along with <i>fiche reproductible 5</i>, TG, p. 139</li> <li>• watch authentic video footage, <i>Des photos extraordinaires</i> and <i>Entrevue avec une infographiste</i>.</li> <li>• create final project photo webs and descriptions that reflect their own personalities and interests.</li> <li>• work cooperatively in order to participate in games in the unit such as the final project game of <i>Tic-Tac-Toc</i>, <i>Jeu de Bingo: Nourriture à la carte</i> (Phase 3), TG, p. 141 and <i>Où est mon clone?</i> (Phase 7), TG, pp. 147—150.</li> <li>• take advantage of strategies, roles and vocabulary to effectively participate in cooperative learning activities, eg. <i>Mon carnet, p. 29: Stratégies pour m'aider: Rôles pour travailler en groupe</i>.</li> <li>• evaluate their ability to work with others using <i>Auto-évaluation: travail en groupe, fiche reproductible 2</i>, TG, p. 155.</li> <li>• recognize the similarities in leisure activities between adolescents in France and themselves: Phase 5: <i>Activités de loisir, Livret</i>, p. 12—13 and <i>Les ados en France, Mon carnet</i>, p. 17.</li> <li>• all units of <i>Ça marche!</i> are reviewed before publication to ensure they are free of bias</li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• FO: Use a wide range of language experiences for developing students' knowledge about French <ul style="list-style-type: none"> <li>○ LO: Write about ideas presented using their own expressive language in order to understand the material under study</li> </ul> </li> <li>• FO: Use vocabulary, structures and forms of expression which characterize metalanguage. <ul style="list-style-type: none"> <li>○ LO: Gradually incorporate vocabulary needed to talk about language in their speech and writing <ul style="list-style-type: none"> <li>: Use text and listening aids</li> <li>: Use dictionaries, grammars and other reference aids</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• create an original final project photo web using information gathered in each phase of learning as per <i>Zoom sur le projet</i>.</li> <li>• record information and ideas in <i>Mon carnet</i>, p. 3, <i>Mon vocabulaire de base</i> and pp. 4—6, <i>Feuille de route</i>.</li> <li>• reflect on learning in a <i>Journal d'apprentissage</i>.</li> <li>• refer to <i>Guide de la communication, Livret</i>, p. 23 and <i>Mon carnet</i>, p. 28 to ask for help and clarification.</li> <li>• refer to <i>Je comprends!</i> and <i>Je peux communiquer, fiches reproductibles 2 and 3</i>, TG, pp. 135, 136 as text and listening aids.</li> <li>• complete <i>Après le projet finale: Mon auto-évaluation</i> and <i>À la fin de l'unité, Mon carnet</i>, pp. 25, 26 to self-evaluate their awareness of the language in the unit.</li> <li>• keep a <i>Journal d'apprentissage</i> to track their own progress in the language using <i>Idées pour la réflexion, partie C, fiche reproductible 4</i>, TG, p. 138.</li> <li>• analyse language form in phases 4 and 7: <i>Comment ça marche?</i>, <i>Livret</i>, pp. 10—11 and 16.</li> <li>• use references such as <i>Culture à la carte, Lexique</i> and Internet options.</li> <li>• refer to the <i>Stratégie d'écriture, Livret</i>, p. 18, <i>J'utilise des ressources</i> and <i>Stratégies d'écriture, Mon carnet</i>, p. 30.</li> <li>• further explore the language in teacher directed activities called "Language Focus" and "Mini-atalier".</li> </ul>
<p><b>Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• FO: Enable students to think for themselves <ul style="list-style-type: none"> <li>○ LO: Engage in learning practices that are relevant and meaningful</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• create a journal.</li> <li>• prepare a portfolio.</li> <li>• participate in brainstorming activities.</li> <li>• predict learning outcomes in the pre-activity portion of each phase of learning.</li> <li>• engage in new learning opportunities in each phase.</li> <li>• reflect on learning and link learning to a final project goal in the post-activity portion of each phase.</li> <li>• actively use strategies listed at point-of-use in the <i>Livret</i>, e.g. Phase 5, p. 12, <i>Stratégies de lecture... Je regarde les images, Je lis les titres</i>.</li> </ul>
<p><b>Independent Learning</b></p> <ul style="list-style-type: none"> <li>• FO 1: support the development of a positive disposition to life-long learning <ul style="list-style-type: none"> <li>○ LO: cooperate with and help each other <ul style="list-style-type: none"> <li>: make choices in learning which reflect their needs and interests</li> </ul> </li> </ul> </li> <li>• FO 2: Develop abilities to meet their own needs <ul style="list-style-type: none"> <li>○ LO: Take risks <ul style="list-style-type: none"> <li>: Identify needs and interests</li> <li>: Connect to what they already know</li> <li>: Decide how and when to ask for help in diagnosing needs</li> <li>: Take responsibility for their own learning by setting goals, designing plans, managing activities, evaluating success</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• participate in cooperative learning activities such as those listed in the TG, p. 16, e.g., Phase 2: TG, p. 43: Inside/Outside Circle Learning and Phase 5: TG, p. 77 with <i>fiche reproductible 9</i>, TG, p. 143, <i>Sondage de ma classe: Jigsaw activity</i>.</li> <li>• take risks in Communicative/Experiential activities.</li> <li>• develop their own ideas, identify their own interests and link learning on <i>Feuille de route, Mon carnet</i>, pp. 4—6.</li> <li>• ask for help using aids such as <i>Je peux communiquer, fiche reproductible 3</i>, TG, p. 136</li> <li>• contextualize and personalize learning in the pre-activity portion of each phase of learning.</li> <li>• complete the final project as a reflection of their own interests and personality</li> </ul>

<p>and reviewing the process.</p> <ul style="list-style-type: none"> <li>• FO 3: Develop ability to access knowledge about French language and culture <ul style="list-style-type: none"> <li>○ LO: identify and appropriately use a variety of available resources</li> <li>○ Relate learning outcomes to prior and future needs</li> </ul> </li> </ul>	<p>interests and personality.</p> <ul style="list-style-type: none"> <li>• access knowledge about French language and culture via <i>Culture à la carte</i>, the <i>Mémo-photos</i> video and the <i>Ca marche!</i> Website <a href="http://www.pearsoned.ca/camarche">www.pearsoned.ca/camarche</a>.</li> <li>• design their own photo web following the models provided in <i>Mon carnet, Feuille de route</i>, pp. 4—6, <i>Livret</i>, pp. 18—19, in the video, segments 1 and 4 and on the Website.</li> <li>• Self-evaluate using a <i>Journal d'apprentissage</i> and <i>Idées pour la réflexion, fiche reproductible 4, TG</i>, p. 137—138; <i>Mon carnet, Après le projet final: Mon auto-évaluation</i> and <i>Après l'unité</i>, pp. 25—26; <i>Auto-évaluation: travail en groupe, fiche d'évaluation 2, TG</i>, p. 155.</li> </ul>
<p><b>Correlation to Sask. Ed. FSL Curriculum Document</b></p>	<p><b>In Mémo-photos ...</b></p>
<p><b>Adaptive Dimension:</b> Accommodate diversity in student learning needs</p>	<ul style="list-style-type: none"> <li>• References to Multiple Intelligences are listed throughout the teaching notes</li> <li>• References to Differentiated Instruction are listed throughout the teaching notes</li> <li>• Accommodation and Enrichment suggestions are listed throughout the teaching notes.</li> <li>• Evaluation can be adapted using the <i>Banque de critères, fiche d'évaluation 1, TG</i>, p. 154.</li> <li>• Optional <i>Mini-atelier</i> activities in each phase further explore the language.</li> </ul>
<p><b>Experiential Goal:</b> Students will describe a pastime or collection.</p>	<ul style="list-style-type: none"> <li>• As a final project, students identify pastimes, among other things.</li> <li>• An interactive game of <i>Tic-Tac-Toc</i> helps students describe their own final project and those of their peers.</li> </ul>
<p><b>Skill Development:</b></p> <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>• Skill development strategies are found throughout the <i>Livret</i>, in <i>Mon carnet</i>, pp. 29—30, and further developed in the teaching notes.</li> <li>• Emphasis is on Oral Comprehension and Oral Production in a communicative/experiential environment.</li> <li>• Pre-listening, listening and post-listening segments are components of each listening activity, e.g. <i>Mon carnet</i>, p. 12, <i>À table → La nourriture, ça fait fête!</i>, <i>Mon carnet</i>, p. 13.</li> <li>• Oral Production activities include both teacher-directed and free exchange situations in games and cooperative activities.</li> <li>• Pre-activity questions are designed to help students personalize the learning presented in each phase.</li> <li>• <i>Lexique, Livret</i>, p. 24 and <i>Mon carnet</i>, pp. 31—32 students can expand their vocabulary in all skill areas.</li> <li>• Written accuracy is emphasized in Phases 4 and 7: <i>Comment ça marche?</i>, in <i>Langue express, Livret</i>, p. 22 and <i>Mon carnet</i>, p. 27, and in the <i>Lexique français/anglais, Livret</i>, p. 24 and <i>Lexique</i>, pp. 31—32.</li> <li>• Contextualized models of Written Production are provided to take students from teacher-directed activities to creative expression in the final project.</li> </ul>

<p><b>Possible Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>• <i>Les verbes en –er</i></li> <li>• <i>Les verbes irréguliers (avoir, être)</i></li> <li>• <i>Le verbe + l’infinitif</i></li> <li>• <i>La negation</i></li> <li>• <i>Des expressions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Phase 4: <i>Comment ça marche?</i>, Livret, pp. 10—11; <i>Les verbes en –er, fiche reproductible 8</i>, TG, p. 142; <i>Langue express, Livret p. 22</i> and <i>Mon carnet, p. 27</i>; <i>Mini-atelier</i>, TG, p. 66.</li> <li>• Phase 2: <i>Mini-atelier</i>, TG, p. 42; <i>Complète les paragraphes, fiche reproductible 6</i>, TG p. 140; Phase 7: Language focus, TG, p. 102</li> <li>• Expressing preferences: Phase 4: <i>Comment ça marche?</i>, Livret, pp. 10—11, <i>Question de goût, Mon carnet</i>, p. 16, <i>Histoire de photos, fiche reproductible 10</i>, TG, p. 144.</li> <li>• Phase 7: <i>Comment ça marche?</i>, Livret, p. 16; <i>Non, on n’aime pas ça!</i> and <i>La bonne réponse, Mon carnet</i>, pp. 23, 24; Game: <i>Où est mon clone?</i>, <i>fiche reproductible 13</i>, TG, pp. 147—150.</li> <li>• Phase 5: Language Focus, TG, p. 81; <i>Des expressions avec faire</i> and <i>Radio ados, Mon carnet</i>, pp. 18, 19.</li> </ul>
<p><b>Evaluation:</b></p> <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>• Types of evaluation including Formative Evaluation, Summative Evaluation, Student self-evaluation and Peer Evaluation.</li> <li>• A complete Evaluation Overview available in TG, p. 11.</li> <li>• Phases of learning linked to the experiential goal of creating and presenting a personalized photo web.</li> <li>• Skill evaluation can be further evaluated using the Listening Test and the Reading Test, TG, pp. 159—162.</li> <li>• Evaluation opportunities identified by unit, by phases within the unit, and by activities within each phase.</li> <li>• Evaluation and Reflection opportunities include formative evaluation observation sheets, TG, pp. 156—158; student self-evaluation, <i>Mon carnet</i> pp. 23—24 and TG, p. 155; student journal entries using <i>Idées pour la réflexion</i>, TG, pp. 137—138 and formative and summative rubrics, TG, pp. 163—165.</li> <li>• Rubrics clearly identify the required criteria for the final project in both Oral and Written Production.</li> <li>• Rubrics and Tracking sheets can be adapted using the <i>Banque de critères</i>, TG, p. 154.</li> <li>• Tests to assist in the evaluation of skills, abilities and knowledge: <i>fiches d’évaluation 6,7</i>, TG, pp. 159—162.</li> </ul>