

Correlation of *Ça marche! 1, Venez chez nous* to Sask. Ed. FSL curriculum

<u>Correlation to Sask. Ed. FSL Curriculum</u>	<u><i>Venez chez nous!</i></u>
<p>Unit 8.5c: Trips and Excursions</p> <ul style="list-style-type: none"> • Students will prepare a local travel directory, brochure or handbook for tourists describing their community. <ul style="list-style-type: none"> ○ Become familiar with local attractions. ○ Discuss the experiential goal and the steps to achieve that goal. ○ Discuss unique tourist attractions. ○ Determine the resources that the area has to offer. ○ Develop a map of the area including attractions. ○ Create the travel directory. ○ Present the travel directory to the class. ○ Reflect on the unit. 	<p>Dimension: leisure Fields of Experience: travel Unit Description: Students create a press kit (<i>dossier de presse</i>) or a video to promote their region to a group of teen travellers. Using their <i>dossier de presse</i>, students participate in an awards ceremony. At the end of the unit, they send their <i>dossiers de presse</i> to a francophone school in another region.</p>
Common Essential Learnings	The student can...
<p>Personal and Social Values and Skills</p> <ul style="list-style-type: none"> • Foundational Objective (FO) 1: Make contributions to society <ul style="list-style-type: none"> ○ Learning Objectives (LO): <ul style="list-style-type: none"> : Cooperate with others : Respond sensitively to the ideas, comments and products of others : Choose to behave well : Develop a respect for the natural environment. • 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"> ○ LO: Relate school material to real-life situations <ul style="list-style-type: none"> : Begin to develop an understanding of social situations through examining perspectives all those involved • FO 3: Support students in treating themselves and others with respect <ul style="list-style-type: none"> ○ LO: develop a positive disposition towards and practise respect for all persons <ul style="list-style-type: none"> : develop an understanding that respect for the cultural values and beliefs of others is a necessary condition of respect for persons : work toward improving self-esteem and self-confidence in themselves and others : develop an understanding of the potential for making friends across age, gender and cultures 	<ul style="list-style-type: none"> • examine festivals and leisure activities related to Canadian, francophone and world cultures. • refer to <i>Culture à la carte: Livret</i>, pp. 24-25 that shows the French speaking countries in the world. • listen to Unit song, <i>La Francophonie</i> by Sonic Creations, CD track 1 and follow along with <i>fiche reproductible 2</i>, TG, p. 141. • watch authentic video footage, <i>Tribune des jeunes</i> and <i>Explorons les festivals francophones!</i> • create final project press kits or videos and descriptions that reflect their own personalities and interests. • work cooperatively in order to participate in games in the unit: <i>Match de tennis</i> (Phase 2): TG, p. 142, <i>Jeu de cartes: Où est-ce qu'on peut aller</i> (Phase 4): TG, pp. 143—144, and <i>Devine où je vais!</i>(Phase 7): TG, 93. • take advantage of strategies, roles and vocabulary to effectively participate in cooperative learning activities, eg. <i>Mon carnet</i>, p. 28: <i>Stratégies pour m'aider: Rôles pour travailler en groupe</i>. • evaluate their ability to work with others using <i>Grille d'appréciation pour le travail en groupe: Fiche d'évaluation 3</i>: Guide, page 155. • recognize the similarities in leisure activities between adolescents in Montreal and themselves: Phase 6: <i>Tribune des jeunes, Livret</i>, p. 14, video segment 2 and CD track 8. • Explore the potential for making friends with students in francophone classes in Canada by sending their final projects to a francophone class. • all units of <i>Ça marche!</i> are reviewed before publication to ensure they are free of bias.

<ul style="list-style-type: none"> 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"> LO: recognize and respect the cultural beliefs of others <ul style="list-style-type: none"> : use and choose materials which support balanced, fair, accurate portrayals of sexes, races, and cultural groups 	
<p>Numeracy</p> <ul style="list-style-type: none"> FO: Strengthen students' understanding of content taught in French through applying knowledge of numbers and their interrelationships <ul style="list-style-type: none"> LO: participate in activities which focus on real world situations 	<ul style="list-style-type: none"> discuss temperature in <i>Mon carnet: En route vers Marrakech!</i>, page 9.
<p>Communication</p> <ul style="list-style-type: none"> FO: Use a wide range of language experiences for developing students' knowledge about French <ul style="list-style-type: none"> LO: Write about ideas presented using their own expressive language in order to understand the material under study <ul style="list-style-type: none"> : Explore and express the purpose for and the meaning of what they are doing. : Show their understanding of ideas presented by providing an alternate rephrasing. : Synthesize ideas gleaned with prior knowledge and understanding. FO: Use vocabulary, structures and forms of expression which characterize metalanguage. <ul style="list-style-type: none"> LO: Gradually incorporate vocabulary needed to talk about language in their speech and writing <ul style="list-style-type: none"> : Use text and listening aids : Use dictionaries, grammars and other reference aids 	<ul style="list-style-type: none"> create an original final project press kit using information gathered in each phase of learning as per <i>Zoom sur le projet</i> and record information/ideas on <i>Feuille de route: Mon carnet: pp. 3-5.</i> reflect on learning in a <i>Journal d'apprentissage.</i> refer to <i>Guide de la communication: Livret</i>, p. 29 and <i>Mon carnet</i>, p. 27 to ask for help and clarification. rephrase: Phase 2, <i>Match de tennis: fiche reproductible 4</i>, TG, p. 142. complete <i>Après le projet finale: Mon auto-évaluation</i> and <i>À la fin de l'unité, Mon carnet</i>, pp. 23, 24 to self-evaluate their awareness of the language in the unit. keep a <i>Journal d'apprentissage</i> to track their own progress in the suggestions made by the teacher for the TG, e.g., p. 77. analyse language form in phases 4, 7 and 9: <i>Comment ça marche?: Livret</i>, pp. 10—11, 15 and 21. use <i>Livret</i> references: <i>Culture à la carte</i> (pp. 24-25), <i>Langue express</i> (pp. 26-28) and <i>Lexique</i> (30-31) use <i>Mon carnet</i> references: <i>Langue express</i> (pp. 25-26), <i>Stratégies pour m'aider</i> (p. 28-290 and <i>Lexique</i> (30-32). refer to the Pearson AW website www.pearsoned.ca/camarche . refer to <i>Stratégie d'écriture, Livret</i>, p. 22: <i>J'utilise un dictionnaire pour vérifier mon texte</i>" and <i>Stratégies d'écriture: Mon carnet</i>, p. 29. further explore the language in teacher directed activities called "Language Focus" , e.g., p. 103.
<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> FO: Contribute to the development of "strong sense" critical and creative thinkers. <ul style="list-style-type: none"> LO: participate in rule setting and decision making related to assessment and evaluation. FO: Enable students to think for themselves, recognizing the limits of individual reflection, and the need to contribute to and build upon mutual understandings of social situations. 	<ul style="list-style-type: none"> discuss rubric criteria for the final project with the teacher and change if necessary using <i>Banque de critères: fiche d'évaluation 1</i>, TG, p. 153. create a journal. prepare a portfolio. participate in brainstorming activities. predict learning outcomes in the Pre-activity portion of each phase of learning. engage in new learning opportunities in each phase.

<ul style="list-style-type: none"> ○ LO: participate in classroom practices which focus on purposes for learning which are relevant and meaningful to students. : use journal writings to create an awareness of their thought processes and their understanding within Core French. 	<ul style="list-style-type: none"> • reflect on learning and link learning to a final project goal in the Post-activity portion of each phase. • actively use strategies listed at point-of-use in the <i>Livret</i>, e.g. Phase 5, p. 12: <i>Stratégies d'interaction orale...Je respecte les efforts et les opinions des autres.</i> • complete the final project in a Jigsaw activity with each student bringing information to the group.
<p>Independent Learning</p> <ul style="list-style-type: none"> • FO 1: support the development of a positive disposition to life-long learning <ul style="list-style-type: none"> ○ LO: derive pleasure from learning <ul style="list-style-type: none"> : participate in as wide a range of optional ways to learn as possible : cooperate with and help each other : make choices in learning which reflect their needs and interests : plan learning activities in collaboration with peers. : develop a willingness to take risks as independent learners. : value learning for its own sake as a means to other ends. • FO 2: Develop ability to meet their own needs <ul style="list-style-type: none"> ○ LO: Take risks <ul style="list-style-type: none"> : Identify needs and interests : Connect to what they already know : focus on an complete learning tasks : function effectively in collaborative groups : Decide how and when to ask for help in diagnosing needs : Take responsibility for their own learning by setting goals, designing plans, managing activities, evaluating success and reviewing the process. : find and use information independently : accept and respond responsibly to constructive criticism : plan, manage and evaluate own learning experiences. • FO 3: Develop ability to access knowledge about French language and culture <ul style="list-style-type: none"> ○ LO: Discover meanings and solutions for themselves through active participation <ul style="list-style-type: none"> : Identify and appropriately use a variety of available resources : Relate learning outcomes to prior and future needs : know when there is a gap in knowledge. 	<ul style="list-style-type: none"> • play games such as <i>Match de tennis, Jeu de cartes: Où est-ce qu'on peut aller?</i> and <i>Devine où je vais!</i> • participate in cooperative learning activities such as those listed in the TG, p. 16 and in various phases. • develop and identify their own ideas/interests and link learning on <i>Feuille de route, Mon carnet</i>, pp. 3-5. • contextualize and personalize learning in the pre-activity portion of each phase of learning. • complete the final project as a reflection of their own interest in tourist attractions in their region. • complete the final project as Jigsaw activity in collaboration with their peers • access knowledge about French language and culture via <i>Culture à la carte: Livret</i>, pp. 24-25, the <i>Venez chez nous!</i> video and the <i>Ca marche!</i> Website www.pearsoned.ca/camarche. • design their own press kit or video following the models provided in <i>Mon carnet: Feuille de route</i>, pp. 3-5, <i>Livret</i>, pp. 4-5 and 22-23, in the video, segments 1 and 4 and on the Website. • self-evaluate and peer-evaluate with the <i>fiches reproductibles</i> in the TG: <i>Grille d'appréciation pour les activités orales</i> : n^o 2, page 154; <i>Grille d'appréciation pour le travail en groupe</i> : n^o 3, page 155; <i>Grille d'appréciation pour les activités écrites</i> : n^o 4, page 156 and <i>Cartes des progrès pour le projet final</i>, n^o 5, page157. • self-evaluate using a portfolio and a <i>Journal d'apprentissage</i> with teacher suggestions from the TG, e.g., p. 83; <i>Mon carnet, Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 23, 24; • access knowledge about French language and culture via <i>Culture à la carte: Livret</i>, pp. 24-25, the <i>Venez chez nous!</i> video and the <i>Ca marche!</i> Website www.pearsoned.ca/camarche.
<p>Correlation to Sask. Ed. FSL Curriculum Document</p>	<p>In <i>Venez chez nous!</i>...</p>
<p>Adaptive Dimension: Accommodate diversity in student learning needs</p>	<ul style="list-style-type: none"> • References to Multiple Intelligences are listed throughout the teaching notes

	<ul style="list-style-type: none"> References to Differentiated Instruction are listed throughout the teaching notes Accommodation and Enrichment suggestions are listed throughout the teaching notes. Evaluation can be adapted using the <i>Banque de critères, fiche d'évaluation 1</i>, TG, p. 153. Optional "Language Focus" activities in each unit of <i>Ça marche!</i> further explore the language.
<p>Experiential Goal: Students will describe a pastime or collection.</p>	<ul style="list-style-type: none"> As a final project, students identify their own interests in their region. An interactive game awards ceremony after the final project presentations provides students with an experiential situation.
<p>Skill Development:</p> <ul style="list-style-type: none"> Oral Communication (Listening) Oral Production (Speaking) Written Comprehension (Reading) Written Production (Writing) 	<ul style="list-style-type: none"> Skill development strategies are found throughout the <i>Livret</i>, in <i>Mon carnet</i>, pp. 28-29, and further developed in the teaching notes. Emphasis is on Oral Comprehension and Oral Production in a communicative/experiential environment. Pre-listening, listening and post-listening segments are components of each listening activity in the <i>Livret</i> and in <i>Mon carnet: Quelle attraction</i>, p. 6; <i>En route vers Marrakech</i>, page 9, part A; and <i>On s'amuse aux festivals</i>, p. 19. Oral Production activities include both teacher-directed and free exchange situations in games and cooperative activities. Pre-activity questions are designed to help students personalize the learning presented in each phase. Students can expand their vocabulary in all skill areas using the <i>Lexique: Livret</i>, p. 30-31 and <i>Mon carnet</i>, pp. 30—32. Reading activities link students to, among other strategies, prior knowledge of known language and to cognates: Phase 2: <i>Bonjour, les jeunes Canadiens: Livret</i> pp. 6-7; <i>Qui est-ce: Mon carnet</i>, p. 8; and Phase 8: <i>Explorons les festivals francophones: Livret</i>, pp. 18-20 and <i>Info-festivals: Mon carnet</i>, p. 20. Written accuracy is emphasized in Phases 4, 7 and 9: <i>Comment ça marche?</i>, in <i>Langue express, Livret</i>, p. 26-28 and <i>Mon carnet</i>, p. 25-26, and in the <i>Lexique français/anglais, Livret</i>, p. 30-31 and <i>Lexique</i>, pp. 30—32. Contextualized models of Written Production are provided to take students from teacher-directed activities to creative expression in the final project: <i>Zoom sur le projet</i> in each phase to <i>Feuille de route: Mon carnet</i>, pp. 3-5.
<p>Possible Linguistic Content:</p> <ul style="list-style-type: none"> <i>Les verbes irréguliers (aller, faire)</i> <i>Les verbes irréguliers (pouvoir, vouloir)</i> 	<ul style="list-style-type: none"> "Language Focus": Phase 2: TG, p. 43: <i>Les expressions avec faire</i> and Phase 7: TG, p. 93: <i>Le verbe aller</i>. Phase 9: <i>Comment ça marche?: Livret</i>, p. 21; <i>Mon carnet: Tu as du courriel!</i>, p. 21; <i>Langue express:</i>

<ul style="list-style-type: none"> • <i>L'impératif</i> • <i>Le superlatif</i> • <i>Les prépositions + les pays, les villes</i> • <i>Les prépositions + les saisons</i> • <i>Le pronom y</i> 	<p><i>Livret</i>, pp. 26-28 and <i>Mon carnet</i>, pp. 25-26.</p> <ul style="list-style-type: none"> • Phase 8: "Language Focus", TG, p. 120 • Phase 10: "Language Focus", TG, p. 120 • Phase 4: <i>Comment ça marche?: Livret</i>, pp. 10-11; <i>Mon carnet: Un tour du Canada</i>, p. 14; <i>Langue express: Livret</i>, pp. 26-28 and <i>Mon carnet</i>, pp. 25-26. • Phase 2: "Language Focus", TG, p. 43. • Phase 7: <i>Comment ça marche?: Livret</i>, pp. 15; <i>Mon carnet: Où est-ce qu'on va?</i>, p. 17 and <i>Encore le pronom y</i>; p. 18; <i>Langue express: Livret</i>, pp. 26-28 and <i>Mon carnet</i>, pp. 25-26.
<p>Possible Linguistic Functions</p> <p>Giving and Seeking Information</p> <ul style="list-style-type: none"> • Identify, describing people places, things • Asking for information • Making a list • Asking for/expressing an opinion <p>Describing Attitudes and Expressing Feelings</p> <ul style="list-style-type: none"> • Expressing agreement/disagreement • Expressing interest/lack of interest • Expressing appreciation • Expressing an opinion • Justifying choices • Making comparisons • Making generalizations • Predicting <p>Getting things Done</p> <ul style="list-style-type: none"> • Suggesting a course of action • Asking for giving advice • Expressing need/want/desire • Expressing what one should do • Planning • Summarizing • Giving instructions • Offering/accepting/ refusing help • Offering encouragement 	<ul style="list-style-type: none"> • Describe their region in the final project • Participate in a Placemat and a Jigsaw activity to share with their peers. • <i>Mon carnet: Le paysage chez nous</i>, p. 11 and <i>Mes attractions préférées</i>, p. 15 • <i>Guide de la communication: Livret</i>, p. 29 and <i>Mon carnet</i>, p. 27. • Make a list using a web in <i>Quelles activités: fiche reproductible 6</i>, TG, p. 147. • <i>Guide de la communication: Livret</i>, p. 29; <i>Mon carnet</i>, p. 27 and <i>Après le projet final: Mon auto-évaluation</i> and <i>A la fin de l'unité</i>, pp. 23, 24; • Use <i>Stratégies d'interaction orale: Livret</i>, p. 12: <i>Je respecte les efforts et les opinions des autres</i>. • Compare the geography and tourist attraction of Montreal and Marrakech throughout the unit. • Predict learning in the Pre-Activity of each phase. • Express an opinion on <i>Les meilleures attractions chez nous!: fiche reproductible 5</i>, TG, p. 145-146 an • Use <i>Stratégies pour m'aider: Rôles pour travailler en groupe</i> and <i>Stratégies d'interaction orale: Mon carnet</i>, p. 28. • Plan the final project with their group • Phase 5: Summarize survey results of a Placemat activity. • Offer help through <i>fiches reproductibles</i> in the TG: <i>Grille d'appréciation pour les activités orales</i> : n° 2, page 154; <i>Grille d'appréciation pour le travail en groupe</i> : n° 3, page 155 and <i>Grille d'appréciation pour les activités écrites</i> : n° 4, page 156 • Express to do certain travel activities in <i>Mon carnet: Rêves de voyage</i>, p. 22.
<p>Evaluation:</p> <ul style="list-style-type: none"> • Attitudes and Values • Skills, Abilities and Knowledge • The Experiential Goal 	<ul style="list-style-type: none"> • Types of evaluation including Formative Evaluation, Summative Evaluation, Student self-evaluation and Peer Evaluation. • A complete Evaluation Overview available in TG, p. 11.

- Phases of learning linked to the experiential goal of creating and presenting a press kit or a video of their region.
- Skill evaluation can be further evaluated using the Listening Test and the Reading Test, TG, pp. 159—162.
- Evaluation opportunities identified by unit, by phases within the unit, and by activities within each phase.
- Formative Evaluation of peers and Reflection opportunities on *Les fiches reproductibles* in the TG: *Grille d'appréciation pour les activités orales*: n° 2, page 154; *Grille d'appréciation pour le travail en groupe*: n° 3, page 155; *Grille d'appréciation pour les activités écrites*: n° 4, page 156 and *Cartes des progrès pour le projet final*, n° 5.
- Formative évaluation by the teacher on *Les fiches reproductibles* in the TG: *Grille d'appréciation pour les activités orales* : n° 7, page 159; *Grille d'appréciation pour le travail en groupe* : n° 8, page 160 and *Grille d'appréciation pour les activités écrites* : n° 9, page 161.
- Student self-evaluation in *Mon carnet*: pp. 23—24 and student journal entries using teacher suggestions from the TG.
- *Rubrique pour le projet finale* : fiches d'évaluation 12 and 13, Guide, pages 166-167 clearly identify the required criteria for the final project in both Oral and Written Production.
- Rubrics and Tracking sheets can be adapted using the *Banque de critères*, TG, p. 152.
- Tests to assist in the evaluation of skills, abilities and knowledge: *fiches d'évaluation 10* and *11*, TG, pp. 162-165.