

Correlation of *Ça marche!, À toi le choix!* to Sask. Ed. FSL curriculum

<u>Correlation to Sask. Ed. FSL Curriculum</u>		<u>À toi le choix!</u>
<p>Unit 7.7: Miscellaneous Activities</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Participate in a variety of learning activities on the topic of practices of certain activities. • Show a willingness to communicate in French. • Practise reading comprehension strategies. • Strive for more accurate and effective use of linguistic structures and vocabulary. <p>Experiential Goal:</p> <ul style="list-style-type: none"> • Poster to demonstrate the impact of activities 	<p>Unit 8.9: Youth of today</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Participate in a variety of learning activities on the topic of practices of certain activities. • Show a willingness to communicate in French. • Practise reading comprehension strategies. • Strive for more accurate and effective use of linguistic structures and vocabulary. <p>Experiential Goal:</p> <ul style="list-style-type: none"> • Video about smoking. 	<p>Dimension: civic/social</p> <p>Fields of Experience: peer pressure, advertising</p> <p>Unit Description: In this unit, students work in groups to prepare an awareness campaign in which they present a dramatized public service announcement that show young people how to resist peer pressure to smoke, skip class, or shoplift. Each member of the group creates an individual public service poster that uses the group's slogan, as well as other persuasion techniques, to advocate a positive choice and these posters are displayed while the group presents its dramatization. During the presentations, students in the audience record their personal reaction to each awareness campaign and then use their reactions to elect the campaign that they feel is the most persuasive.</p>
<u>Common Essential Learnings</u>		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 <ul style="list-style-type: none"> : Cooperate with others : Respond sensitively to the ideas, comments and products of others • 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"> ○ Relate school material to real-life situations 		<ul style="list-style-type: none"> • In groups, create final project awareness campaign that reflects their own ways to persuade students to make positive choices when faced with opportunities to skip class, smoke or shoplift. • work cooperatively in order to choose and complete the final project scenario and complete various cooperative activities such as Four Corners with <i>Quelle réaction: Mon carnet</i>, p. 14 (Phase 5) and a group storyboard (Phase 7). • participate in games in the unit such as <i>La chasse aux choix</i>, TG, pp. 196-197 and an optional improvisation game (Phase 9). • take advantage of strategies, roles and vocabulary to effectively participate in cooperative learning activities, e.g., <i>J'exprime un accord ou un désaccord de façon positive: Livret</i>, p. 24 and <i>Stratégies pour m'aider: Mon carnet</i>, p. 28. • evaluate their own ability to work with others using <i>fiche d'évaluation 3: Grille d'appréciation pour le travail en groupe</i>, TG, p. 209 and be evaluated by the teacher with <i>fiche d'évaluation 8: Grille d'appréciation pour le travail en groupe</i>, TG, p. 214. • discover youth advocates, teen smoking habits and Francophone hand gestures related to Canadian, francophone and world cultures in <i>Culture à la carte: Livret</i>, pp. 26-27.

<ul style="list-style-type: none"> FO 3: Support students in treating themselves and others with respect <ul style="list-style-type: none"> 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 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"> Use and choose materials which support balanced, fair, accurate portrayals of sexes, races, and cultural groups. 	<ul style="list-style-type: none"> listen to Unit song, <i>Faut pas craquer</i> by RudeLuck, CD track 1. They can follow along with <i>fiche reproductible 3</i>, TG, p. 188 and explore its meaning in <i>Mon carnet</i>, p. 6: <i>Il ne faut pas craquer!</i> watch authentic video footage, <i>Entrevue avec une scénariste</i> and <i>Messages à l'écran!</i> recognize the similarities in clothing for various purposes between adolescents in France and themselves: Phase 2: <i>Sensation mode jeunesse</i>: <i>Mon carnet</i>, p. 8. use strategies such as <i>J'exprime un accord et un désaccord de façon positive</i>: Livret, p. 24 and <i>Mon carnet</i>, p. 28. evaluate and be evaluated with <i>fiches d'évaluation 3</i> and 8, TG, pp. 209 and 214. know that all units of <i>Ça marche!</i> are reviewed before publication to ensure they are free of bias.
<p>Communication</p> <ul style="list-style-type: none"> FO 1: Use a wide range of language experiences for developing students' knowledge about French <ul style="list-style-type: none"> Write about ideas presented using their own expressive language in order to understand the material under study. FO 2: use language for differing audiences and purposes. <ul style="list-style-type: none"> Discuss the meaning of a message and the appropriateness of the medium used. Assess nonverbal feedback or messages of listeners. FO 3: Use vocabulary, structures and forms of expression, which characterize metalanguage. <ul style="list-style-type: none"> 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"> create an original final project awareness campaign using information gathered in each phase of learning as per <i>Zoom sur le projet</i> and recorded on <i>Feuille de route</i>: <i>Mon carnet</i>, pp. 3-5. refer to <i>Guide de la communication</i>, Livret, p. 30 and <i>Mon carnet</i>, p. 27 and <i>Je pose des questions quand je ne comprends pas</i>: <i>Mon carnet</i>, p. 28 to ask for help and clarification. as a group, decide on a final project issue for their awareness campaign. complete <i>Après le projet final: Mon auto-évaluation</i> and <i>À la fin de l'unité</i>, <i>Mon carnet</i>, pp. 23 and 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 language using suggestions from the TG, e.g., p. 62. answer inductive questions in the analysis of language form in phases 3, 6 and 9: <i>Comment ça marche?</i>, Livret, pp. 8-9 and 14-15 and 22-23. use references such as <i>Culture à la carte</i>: Livret, pp. 26-27, <i>Lexique</i>: Livret, pp. 30-32 and <i>Mon carnet</i>, pp. 30-32, vocabulary cards, TG, pp. 204-205 and core and supplementary vocabulary lists, TG, pp. 23-28. Use references from the Web site: www.pearsoned.ca/camarche. refer to the strategies in the Livret <i>Stratégie d'écriture</i>,

	<p><i>Livret</i>, p.24, <i>je fais des corrections. J'écris la version finale de mon texte</i> and <i>Stratégies d'écriture: Mon carnet</i>, p. 29.</p> <ul style="list-style-type: none"> further explore the language in teacher directed activities called "Language Focus", e.g., p. 119.
<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> FO 1: Develop strong sense critical and creative thinkers <ul style="list-style-type: none"> Participate in decisions around the classroom management, appropriate behaviours on field trips, etc. Participate in rule setting and decision making related to assessment and evaluation. FO 2: to develop an understanding of how knowledge is created, refined and changed. <ul style="list-style-type: none"> Reflect on how language is developed and changed, e.g. how new words are added to a language. FO 3: promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts. <ul style="list-style-type: none"> Participate in a wide range of experiences which involve all the senses and all ways of knowing Develop ways to evaluate assignments, projects or creative processes Use metaphorical and analogical thinking create insights and build understanding Compare similarities and differences in objects, ideas or events. Make inferences based on information provided Imagine and manipulate objects and ideas. Generate, classify and explore reasons or rules underlying categories. Provide reasons for their answers, ideas, responses or choices. Propose generalizations that explain relationships. FO 4: Enable students to think for themselves <ul style="list-style-type: none"> Engage in learning practices that are relevant and meaningful. Use journal writings to creative awareness of their thought processes and their understanding with Core French. Participate in activities, which focus upon different points of view and/or alternative perceptions of reality. 	<ul style="list-style-type: none"> Participate in the establishment of criteria for the final project through the use of <i>fiche d'évaluation 1: Banque de critères</i>, TG, p. 207. Participate in decision-making in relation to criteria that can be changed using the TG CD-Rom. develop an understanding of idiomatic expressions, presentations by the teacher via "Language Focus", TG, p. 35. create a journal. prepare a portfolio. participate in brainstorming activities. personalize, contextualize and anticipate learning outcomes in the pre-activity portion of each phase. develop ways to evaluate assignments through self and peer evaluations opportunities from <i>fiches d'évaluation 2-6: TG</i>, pp. 208-212. compare similarities and differences in objects after the presentation of the final project by choosing the most effective awareness campaign. propose generalizations that explain relationships by responding to inductive questions in Phases 3, 6, and 9: <i>Comment ça marche?</i> manipulate group ideas to create one original final project. engage in new learning opportunities in each phase. 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 4, p. 10: <i>Stratégies d'écoute...J'écoute l'intonation et le ton de la voix.</i> reflect on learning in the Post-Activity of each phase. keep a journal to chronicle learning. participate in various learning opportunities: teacher-directed, peer-directed or self-directed.
<p>Independent Learning</p> <ul style="list-style-type: none"> FO 1: support the development of a positive 	<ul style="list-style-type: none"> participate in cooperative learning activities to share

<p>disposition to life-long learning</p> <ul style="list-style-type: none"> ○ Derive pleasure from learning. ○ Discover how their efforts can affect their learning. ○ Participate in as wide a range of optional ways to learn as possible. ○ Demonstrate their achievements through a wide range of appropriate ways. ○ Discover what interests and/or abilities they have in learning French. ○ Share what they have discovered on their own about a particular concept that was introduced in Core French. ○ Plan learning activities individually, as well as in collaboration with teacher and/or peers. ○ Cooperate with and help each other. ○ Make choices in learning which reflect their needs and interests. ○ Value learning for its own sake and as means to other ends. <ul style="list-style-type: none"> ● FO 2: Develop abilities to meet their own needs <ul style="list-style-type: none"> ○ Connect to what they already know. ○ Identify needs and interests. ○ Focus on and complete learning tasks. ○ Function effectively in collaborative groups. ○ Look for associations among items of knowledge and extend these relationships through additional inquiries. ○ 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. 	<p>what they have discovered and cooperate with each other in <i>Mon carnet</i>: Phase 3: <i>Projet pression</i>, p. 9; Phase 4: <i>La pression positive</i>, p. 13 and Phase 6: <i>Qu'est-ce qu'il faut faire?</i>, pp. 16-17.</p> <ul style="list-style-type: none"> ● discover optional ways to learn from the Teacher through differentiated learning suggestions in the TG. <ul style="list-style-type: none"> ● take risks in Communicative/Experiential activities. ● develop their own ideas, identify their own interests and link learning on <i>Feuille de route</i>, <i>Mon carnet</i>, pp. 3-5. ● ask for help using aids such as <i>Guide de la communication</i>: Livret, p. 30 and <i>Mon carnet</i>, p. 27. ● personalize, contextualize and anticipate learning in the pre-activity portion of each phase of learning. ● complete the final project as a reflection of their group's interests and persuasion techniques. ● access knowledge about French language and culture via <i>Culture à la carte</i>: Livret, pp. 26-27, the <i>À toi le choix!</i> video and the <i>Ca marche!</i> Website www.pearsoned.ca/camarche. ● create the final project following the models provided in <i>Mon carnet</i>, <i>Feuille de route</i>, pp. 3-5, <i>Livret</i>, pp. 1, 4-5, in the video, segments 1 and 4, on the Website and on fiches reproductibles 6 and 6b: <i>Modèles pour le projet final</i>, TG, p. 192-195. ● self-evaluate, accept and respond to constructive criticism from peer-evaluation using a <i>Journal d'apprentissage</i>; <i>Mon carnet</i>, <i>Après le projet final: Mon auto-évaluation</i> and <i>Après l'unité</i>, pp. 23-24; <i>fiches d'évaluation</i> 2-6, TG, pp. 208-212. ● take responsibility for their own learning by manipulating models from <i>Zoom sur le projet</i> in each non-analytical phase and creating original sentences on <i>Feuille de route</i>: <i>Mon carnet</i>, pp. 3-5. ● find and use information independently to complete <i>Refus renforcés</i>: <i>Mon carnet</i>, p. 20-21. ● Make predictions about phase content, e.g. Phase 7, <i>Livret</i>, p. 16: Question 1. ● use the Pearson Website www.pearsoned.ca/camarche.
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<ul style="list-style-type: none"> • FO 3: Develop ability to access knowledge about French language and culture <ul style="list-style-type: none"> ○ Discover meaning and solutions for themselves through active participation in learning activities and experiences. ○ Identify and appropriately use a variety of available resources. ○ Acquire information in one context, then apply that knowledge to other contexts. ○ Relate learning outcomes to prior and future needs. ○ Know when there is a gap in knowledge. 	<ul style="list-style-type: none"> • refer to <i>Culture à la carte</i>: Livret, pp. 26-27. • Watch video segments 2 and 3: <i>Entrevue avec une scénariste</i> and <i>Messages à l'écran!</i> • listen to the unit song <i>Faut pas craquer</i> by RudeLuck. • use some of the additional resources listed in the TG, p. 28. • know when there is a gap in learning by asking for help using <i>Guide de la communication</i>: Livret, p. 30 and <i>Mon carnet</i>, p. 27.
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Adaptive Dimension: Accommodate diversity in student learning needs	<ul style="list-style-type: none"> • References to Multiple Intelligences are listed throughout the teaching notes. • 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 or CD-Rom, p. 207. • Optional “<i>Language Focus</i>” activities in each phase further explore the language.
Experiential Goal: Students will present a fashion collection in a fashion show or a poster.	<ul style="list-style-type: none"> • As a group final project, students present their awareness campaign. • Choose the most effective awareness campaign.
Skill Development: <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 setting. • Pre-listening, listening and post-listening segments are components of each listening activity, e.g. Phase 4: <i>Action pression</i>: Livret, pp. 10-11 and <i>Mon carnet</i>, p. 9. • 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 Phases 1, 5, 7 and 8. • <i>Lexique</i>, Livret, pp. 31-32 and <i>Mon carnet</i>, pp. 30-32: students can expand their vocabulary in all skill areas. • Written accuracy is emphasized in Phases 3, 6 and 9: <i>Comment ça marche?</i>, in <i>Langue express</i>, Livret, pp. 28-29 and <i>Mon carnet</i>, pp. 25-26. • Contextualized models of Written Production are provided to take students from teacher-directed activities to creative expression in the final project, e.g., <i>Modèles pour le projet final</i>: fiches reproductibles 6 and 6b, TG, pp. 192-195.
Possible Linguistic Content: <ul style="list-style-type: none"> • <i>L'impératif</i> 	<ul style="list-style-type: none"> • Phase 3: <i>Comment ça marche?</i> Livret, p. 10; <i>Langue express</i>: <i>Mon carnet</i>, pp. 25-26 and Livret, pp. 28-29;

<ul style="list-style-type: none"> • <i>La négation</i> • <i>Le verbe “devoir”; l’expression “il faut”</i> • <i>Des expressions</i> 	<p>Mon carnet: <i>Fais une suggestion</i>, p. 10 and <i>Fais comme moi!</i>, p. 11 and “Language Focus”, TG, p. 94.</p> <ul style="list-style-type: none"> • Phase 6: <i>Comment ça marche?</i> Livret, pp. 14-15, <i>Culture a la carte</i>: Livret, p. 27 and <i>Langue express</i>: Mon carnet p. 26 and Livret, p. 29; Mon carnet: <i>Qu’est-ce qu’il faut faire?</i> pp. 16-17 and “Language Focus”, TG, p.35 and p. 104. • Phase 9: <i>Comment ça marche?</i> Livret, pp. 22-23 et <i>Langue express</i>: Mon carnet, p. 27 and Livret, p. 29, Mon carnet: <i>Il faut dire “Non!”</i>, p. 22 and “Language Focus”, p. 87.
<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, Summative, Student self-evaluation and Peer Evaluation. • A complete Evaluation Overview: TG, p. 13. • Phases of learning linked to the experiential goal of creating and presenting a group fashion show or fashion poster. • Evaluate using the Listening Test and the Reading Test, TG and CD-Rom, pp. 216-220. • Evaluation opportunities identified by unit, by phases within the unit, and by activities within each phase. • Evaluation and Reflection opportunities include student formative evaluation observation sheets, TG, pp. 208-212; teacher observation, TG, pp. 213-215; <i>Mon carnet</i> pp. 23-24; student journal entries following teacher suggestions from the TG and summative rubrics, TG, pp. 221-222. • Rubrics clearly identify the required criteria for the final project in both Oral and Written Production. • Rubrics and Tracking sheets can be adapted using the TG and CD-Rom and/or <i>Banque de critères</i>, TG, p. 207. • Tests assist in the evaluation of skills, abilities and knowledge: <i>fiches d’évaluation 10 and 11</i>, TG, pp. 216-220.