

Unit at a Glance

Overview of Unit	Field of Experience
In <i>Portraits canadiens</i> , students examine the achievements of famous Canadians in a wide range of engaging fields: sports, science, arts, and social activism. A variety of reading and listening passages (including an interview with NHL player Joe Sakic), lead students to researching and presenting a notable Canadian of their choice. An optional trivia game is included.	Experiences with social activities, trades and professions, science, and the arts

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Un jeu de société</i> (Introduction to the unit) Duration 40-60 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of written texts • produce oral and written messages • demonstrate comprehension of written texts 	<ul style="list-style-type: none"> • practise anticipating meaning • learn words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills
Lesson 2 <i>Un sport canadien</i> Duration 40-60 min	<ul style="list-style-type: none"> • identify attitudes and behaviours in relation to the theme • identify prior knowledge and experience in relation to the theme • produce oral and written messages • identify language-learning strategies • predict the content of oral and written texts • demonstrate comprehension of oral and written texts • identify information needed to complete a communicative task • recognize newly acquired knowledge 	<ul style="list-style-type: none"> • practise anticipating meaning • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral and written texts • work in a group and use correct social skills
Lesson 3 <i>Sur le podium</i> Duration 40 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of oral and written texts • identify language-learning strategies • demonstrate comprehension of oral and written texts • produce oral and written messages • identify information needed to complete a communicative task 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • summarize short oral and written texts
Lesson 4 <i>Portraits d'athlètes</i> Duration 40 min	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of written texts • demonstrate comprehension of written texts • identify language-learning strategies • produce oral and written messages • identify information needed to complete a communicative task 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • summarize short written texts • use common language patterns • work in a group and use correct social skills
Lesson 5 <i>Étude de la langue</i> <i>Au boulot !</i> (First Subtask) Duration Approx. three 40-min periods	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages • adjust written messages to communicate in a specific situation • identify information needed to complete a communicative task • recognize and apply acquired knowledge in new situations • recognize and correct errors in communication 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • learn to self-monitor progress in the language • learn to self-correct
Lesson 6 <i>Les signes de l'excellence</i> Duration Approx. two 40-min periods	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of oral and written texts • identify language-learning strategies • demonstrate comprehension of oral and written texts • produce oral and written messages • identify information needed to complete a communicative task • recognize and apply acquired knowledge in new situations 	<ul style="list-style-type: none"> • work in a group and use correct social skills • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral and written texts • use common language patterns • role-play in both productive and receptive mode • observe non-verbal communication
Lesson 7 <i>Un inventeur précoce</i> Duration Approx. two 40-min periods	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • identify the vocabulary and language structures required to communicate in a specific situation • predict the content of written texts • demonstrate comprehension of written texts • produce oral and written messages • identify information needed to complete a communicative task • identify language-learning strategies • recognize and apply acquired knowledge in new situations 	<ul style="list-style-type: none"> • practise words and expressions that clarify communication of thoughts and opinions • practise anticipating meaning • use common language patterns • summarize short written texts

General Language Education Outcomes	Cultural Focus	Description of Tasks
Research and presentation of the life and achievements of a notable Canadian	Accomplishments of various famous French-Canadians	Subtasks: <ul style="list-style-type: none"> • Write a <i>fiche biographique</i> about an athlete. • Present an invention. • Create a page of advertising. Final Task: <ul style="list-style-type: none"> • Research and present a famous Canadian.

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> • interrogative constructions and question words • adjectives • present tense of irregular verbs • basic vocabulary • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to discuss various famous Canadians and their areas of achievement 	Diagnostic	TRG pp. 1–6 SB pp. 2–3 WB pp. 2–3 BLM 1 (TRG p. 6)
	<ul style="list-style-type: none"> • question words and interrogative constructions • basic vocabulary • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to learn about the importance of hockey in Canada 	Formative	TRG pp. 7–15 SB pp. 4–5 WB pp. 4–5 CD Track 1 BLM 2, 3, 4 (TRG pp. 13–15)
	<ul style="list-style-type: none"> • question words and interrogative constructions • basic vocabulary • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to learn about the lives and accomplishments of two well-known Canadian Olympic athletes 	Formative	TRG pp. 16–19 SB p. 6–7, 28 WB pp. 6–7 CD Track 2 BLM 1 (TRG p. 6)
	<ul style="list-style-type: none"> • question words and interrogative constructions • basic vocabulary • words from units under study... 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to examine the accomplishments of a variety of Canadian athletes • Histoire des francophones: examine the contributions and accomplishments of two famous French-Canadian athletes 	Formative	TRG pp. 20–24 SB pp. 8–9 WB pp. 8–9 BLM 1, 5 (TRG pp. 6, 24)
	<ul style="list-style-type: none"> • subject–verb inversions • review of interrogative constructions • basic vocabulary • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to create a <i>fiche biographique</i> about a Canadian athlete 	Formative Summative	TRG pp. 25–35 SB pp. 8–10 WB pp. 8–11 BLM 6, 7, 8, 9 (TRG pp. 31–34) BLM 10: Assessment Rubric — First Subtask (TRG p. 35) BLM 31: Assessment Tracking Sheet (TRG p. 105)
	<ul style="list-style-type: none"> • basic vocabulary • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to learn about contributions made by Canadian inventors 	Formative	TRG pp. 36–42 SB pp. 11–12, 28 WB pp. 12–14 CD Track 3 BLM 1, 11 (TRG pp. 6, 42)
	<ul style="list-style-type: none"> • basic vocabulary • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to create a conclusion for a comic strip • Histoire des francophones: examine the accomplishments of a famous French-Canadian inventor 	Formative	TRG pp. 43–47 SB pp. 13–14 WB p. 15 BLM 1, 12 (TRG pp. 6, 47)

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
<p>Lesson 8 <i>Étude de la langue</i></p> <p><i>Au boulot !</i> (Second Subtask)</p> <p>Duration Approx. two 40-min periods</p>	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages • demonstrate comprehension of written texts • identify information needed to complete a communicative task • recognize and apply acquired knowledge in new situations • recognize and correct errors in communication 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • practise self-monitoring progress in the language • practise self-correcting 	
<p>Lesson 9 <i>Bravo !</i></p> <p>Duration Approx. two 40-min periods</p>	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of oral and written texts • identify language-learning strategies • demonstrate comprehension of oral and written texts • produce oral and written messages • identify information needed to complete a communicative task • recognize newly acquired knowledge 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • summarize short oral and written texts • work in a group and use correct social skills 	
<p>Lesson 10 <i>À l'affiche !</i></p> <p>Duration Approx. two 40-min periods</p>	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • identify the vocabulary and language structures required to communicate in a specific situation • predict the content of oral and written texts • produce oral and written messages • demonstrate comprehension of oral and written texts • identify language-learning strategies • adjust written messages to communicate in a specific situation • recognize newly acquired knowledge 	<ul style="list-style-type: none"> • practise anticipating meaning • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral and written texts 	
<p>Lesson 11 <i>Étude de la langue</i></p> <p><i>Au boulot !</i> (Third Subtask)</p> <p>Duration Approx. two 40-min periods</p>	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • demonstrate comprehension of written texts • produce written messages • adjust written messages to communicate in a specific situation • recognize and apply acquired knowledge in new situations • recognize and correct errors in communication 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • learn the vocabulary for talking about words and types of sentences used in certain situations • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • practise self-monitoring progress in the language • practise self-correcting 	
<p>Lesson 12 <i>Qui suis-je ?</i></p> <p>Duration Approx. two 40-min periods</p>	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of oral and written texts • demonstrate comprehension of oral and written texts • produce oral and written messages • identify information needed to complete a communicative task • recognize newly acquired knowledge 	<ul style="list-style-type: none"> • practise anticipating meaning • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral and written texts 	
<p>Final Task <i>La présentation d'un Canadien ou d'une Canadienne célèbre</i></p> <p>Duration Approx. three 40-min periods</p>	<ul style="list-style-type: none"> • demonstrate comprehension of oral and written texts • identify information needed to complete a communicative task • recognize and apply acquired knowledge in new situations • identify the vocabulary and language structures required to communicate in a specific situation • identify language-learning strategies • predict content of oral texts • produce oral and written messages • recognize and correct errors in communication • evaluate oral messages received 	<ul style="list-style-type: none"> • review the specifics of certain language functions • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • summarize short oral texts • work in a group and use correct social skills • practise self-monitoring progress in the language • practise self-correcting 	
<p>Optional Activity <i>Le jeu « Portraits canadiens »</i></p> <p>Duration 40-min</p>	<ul style="list-style-type: none"> • recognize and apply acquired knowledge in new situations • produce oral and written messages • demonstrate comprehension of oral and written texts • identify information needed to complete a communicative task 	<ul style="list-style-type: none"> • summarize short oral and written texts • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> review of interrogative expressions subject–verb inversions basic vocabulary vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to write an illustrated description of a Canadian invention 	<p>Formative</p> <p>Summative</p>	TRG pp. 48–57 SB pp. 15 WB p. 16 BLM 17: Assessment Rubric — Second Subtask (TRG p. 57) BLM 31: Assessment Tracking Sheet (TRG p. 105)
	<ul style="list-style-type: none"> basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to learn about a variety of Canadian artists 	<p>Formative</p>	TRG pp. 58–62 SB pp. 16–17, 28 WB pp. 17–18 CD Track 4 BLM 1 (TRG p. 6)
	<ul style="list-style-type: none"> basic vocabulary words from units under study... 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to compare a variety of cultural activities Histoire des francophones: learn about a well-known French Canadian circus 	<p>Formative</p>	TRG pp. 63–67 SB pp. 18–21, 28 WB pp. 19–20 CD Track 5 BLM 1 (TRG p. 6)
	<ul style="list-style-type: none"> singular and plural, feminine and masculine forms of some irregular adjectives agreement, in number and gender, of irregular adjectives with nouns basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to create a page of advertising for a cultural event 	<p>Formative</p> <p>Summative</p>	TRG pp. 68–77 SB pp. 16–22 WB pp. 21–22 BLM 18, 19, 20, 21 (TRG pp. 73–76) BLM 22: Assessment Rubric — Third Subtask (TRG p. 77) BLM 31: Assessment Tracking Sheet (TRG p. 105)
	<ul style="list-style-type: none"> basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Histoire des francophones: discover how well-known French Canadians helped to improve the lives of others Le parler des francophones: use standard French to learn about a variety of famous Canadians in the field of social action 	<p>Formative</p>	TRG pp. 78–85 SB p. 23 WB pp. 23–24 CD Track 6 BLM 1, 23A, 23B (TRG pp. 6, 84–85)
	<ul style="list-style-type: none"> present tense of regular and some irregular verbs singular and plural, feminine and masculine forms of some irregular adjectives agreement, in number and gender, of irregular adjectives with nouns basic vocabulary vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to present researched information on a famous Canadian's accomplishments or contributions to society 	<p>Summative</p>	TRG pp. 86–94 SB pp. 24, 28 WB p. 25 CD Track 7 BLM 24, 25, 26 (TRG pp. 91–93) BLM 27: Assessment Rubric — Final Task (TRG p. 94) BLM 31: Assessment Tracking Sheet (TRG p. 105)
	<ul style="list-style-type: none"> basic vocabulary vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to organize and play a question-and-answer board game about well-known Canadians 	<p>Formative</p>	TRG pp. 95–104 SB pp. 2–3, 25 Game Cards One Die 4 counters of different colours CD Tracks 8 and 9 BLM 28, 29, 30 (TRG pp. 102–104)