

Unit at a Glance

Overview of Unit	Field of Experience
In <i>Zone sportive!</i> , students explore the theme of extreme sports through video game simulations. Students identify their own preferences and habits, explore and expand their knowledge of extreme sports through various communicative activities, then plan and create video games to present to the class. The unit also features a profile of two Canadian Olympic athletes, and information on the history of snowboarding.	Experiences with social activities (video games); physical-activity type experiences (extreme sports).

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Zone sportive</i> (Introduction to the unit) Duration Approx. 40 min	<ul style="list-style-type: none"> • identify the theme of oral and written texts • predict the content of oral and written texts • identify prior knowledge and experience in regard to the theme • identify information that is useful to complete a task • demonstrate comprehension of oral and written texts • produce oral and written messages • identify attitudes and behaviours in relation to the theme • recognize new knowledge acquired 	<ul style="list-style-type: none"> • practise anticipating meaning • learn words and expressions that clarify communication of thoughts and opinions • use common language patterns • work in a group and use correct social skills
Lesson 2 <i>Zone sportive</i> Duration Two 40 min periods	<ul style="list-style-type: none"> • predict the content of oral and written texts • identify attitudes and behaviours in relation to the theme • locate specific points of information in oral and written texts • produce oral and written messages • identify information that is useful to complete a task • demonstrate comprehension of oral and written texts • recognize and apply new knowledge acquired 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • observe the ways in which different generations speak, especially vocabulary and expressions used • summarize short oral and written texts • use common language patterns • work in a group and use correct social skills
Lesson 3 <i>Étude de la langue</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • identify function and purpose of oral and written texts • identify information that is useful to complete a task • produce oral and written messages • demonstrate comprehension of oral and written texts • recognize and apply new knowledge acquired 	<ul style="list-style-type: none"> • recognize the links between function/situation and word choice • learn vocabulary to talk about words and types of sentences used in specific linguistic circumstances • examine the specifics of certain language functions • use common language patterns • work in a group and use correct social skills
Lesson 4 <i>Un voyage virtuel</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • identify attitudes and behaviours in relation to the theme • predict the content of oral and written texts • identify language-learning strategies • identify information that is useful to complete a task • demonstrate comprehension of oral and written texts • produce oral and written messages 	<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 texts
Lesson 5 <i>La première épreuve : le surf des neiges</i> Duration Two 40 min periods	<ul style="list-style-type: none"> • identify knowledge, attitudes and behaviours in relation to the theme • identify information that is useful to complete a task • predict the content of oral and written texts • demonstrate comprehension of oral and written texts • produce oral and written messages • identify language-learning strategies • recognize new knowledge acquired 	<ul style="list-style-type: none"> • use common language patterns • practise anticipating meaning • observe differences in language used for communication: favourite expressions, etc. • summarize short oral and written texts • work in a group and use correct social skills
Lesson 6 <i>Étude de la langue and Au boulot !</i> (First Subtask) Duration Approx. 60 min	<ul style="list-style-type: none"> • identify the function and purpose of a variety of written texts • identify the vocabulary and language structures required to communicate in a specific situation • recognize and apply new knowledge acquired • identify language-learning strategies • produce oral and written messages • verify the success of attempts at communication • recognize and correct errors in communication 	<ul style="list-style-type: none"> • recognize the links between function/situation and word choice • use common language patterns • practise using expressions that clarify communication of thoughts and opinions • examine the specifics of certain language functions • summarize short oral and written texts • work in a group and use correct social skills • learn to self-monitor progress in the language • learn to self-correct
Lesson 7 <i>La deuxième épreuve : le vélo de montagne</i> Duration Two 40-min periods	<ul style="list-style-type: none"> • predict the content of oral and written texts • identify knowledge, attitudes and behaviours in relation to the theme • locate specific points of information in oral and written texts • demonstrate comprehension of oral and written texts • produce oral and written messages • identify language-learning strategies • apply acquired knowledge to new situations 	<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
Lesson 8 <i>Étude de la langue</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • identify the function and purpose of a variety of written texts • identify the vocabulary and language structures required to communicate in a specific situation • recognize and apply new knowledge acquired • produce oral and written messages 	<ul style="list-style-type: none"> • recognize the links between function/situation and word choice • use common language patterns • examine the specifics of certain language functions • work in a group and use correct social skills
Lesson 9 <i>Les cartes de sports and Caroline Brunet</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • identify attitudes and behaviours in relation to the theme • predict the content of written texts • identify language-learning strategies • identify information that is useful to complete a task • demonstrate comprehension of written texts • apply acquired knowledge to new situations 	<ul style="list-style-type: none"> • practise anticipating meaning • summarize short written texts • use common language patterns • work in a group and use correct social skills

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Create and present a plan for a video game involving an extreme sport obstacle course.	Use of standard French to discuss some extreme sports, equipment, and safety.	<p>Subtasks:</p> <ul style="list-style-type: none"> Plan a sports-themed video game using a graphic organizer. Create <i>un plan de la route</i> and write a descriptive paragraph. <p>Final Task:</p> <ul style="list-style-type: none"> Present the video game orally to the class using audio-visual aids.

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> preposition <i>à</i> plus the definite article the expression <i>avoir besoin de...</i> double verb constructions with <i>devoir</i> vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate preferences and experiences 	Diagnostic	TRG pp. 7–16 SB p. 1 [<i>livre</i> p. 77] WB pp. 2–5 BLM 1
	<ul style="list-style-type: none"> double verb constructions the expression <i>avoir besoin de...</i> vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: discover French expressions and different levels of language used by adolescent Francophones 	Formative	TRG pp. 7–15 SB pp. 2–6 [<i>livre</i> pp. 78–82] WB pp. 6–9 CD Tracks 1, 2 BLM 2, 3
	<ul style="list-style-type: none"> demonstrative adjectives double verb constructions with <i>devoir</i> vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively 	Formative	TRG pp. 16–23 SB pp. 3–7 [<i>livre</i> pp. 79–83] CD Track 3 BLM 1, 4A, 4B
	<ul style="list-style-type: none"> vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: discover French expressions and different levels of language used by French adolescent Francophones 	Formative	TRG pp. 24–29 SB p. 8–9 [<i>livre</i> pp. 84–85] WB p. 11 CD Track 4 BLM 5
	<ul style="list-style-type: none"> double verb constructions expression <i>faire attention à</i> vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: discover French expressions and different levels of language used by adolescent Francophones 	Formative	TRG pp. 30–37 SB pp. 10–11, 27 [<i>livre</i> pp. vi, 86–87] WB pp. 7, 12–14 CD Tracks 5, 6 BLM 1, 6
	<ul style="list-style-type: none"> double verb constructions vocabulary from units under study preposition <i>à</i> plus the definite article 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to create a video game 	Formative Summative	TRG pp. 38–45 SB pp. 12–13, 26 [<i>livre</i> pp. 88–89, 160] WB pp. 2–4, 15, 28 BLM 1, 7, 8 BLM 9 Assessment Rubric — First Subtask BLM 18 Assessment Tracking Sheet
	<ul style="list-style-type: none"> <i>le futur proche</i> double verb constructions vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively 	Formative	TRG pp. 46–55 SB p. 14–15 [<i>livre</i> pp. 90–91] WB pp. 16–18 CD Track 7 BLM 10, 11, 12
	<ul style="list-style-type: none"> present tense of <i>sortir</i> plus the preposition <i>de</i> contraction of the prepositions <i>de</i> and <i>à</i> plus the definite article vocabulary from units under study 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to communicate effectively 	Formative	TRG pp. 56–59 SB p. 16, 26 [<i>livre</i> pp. 92, 154] WB pp. 19, 29 BLM 13
	<ul style="list-style-type: none"> prepositions of place vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Présence des francophones: learn about a Francophone Olympic athlete Le parler des francophones: use standard French to create sports cards 	Formative	TRG pp. 60–65 SB pp. 17, 20, 27 [<i>livre</i> pp. vi, 93, 96] WB pp. 23–24 BLM 14

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
Lesson 10 <i>La troisième épreuve : le kayak en eau vives</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • identify knowledge, attitudes and behaviours in relation to the theme • predict the content of oral and written texts • produce oral and written messages • locate specific points of information in oral and written texts • demonstrate comprehension of oral and written texts 	<ul style="list-style-type: none"> • practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • use common language patterns • work in a group and use correct social skills 	
Lesson 11 <i>Au boulot !</i> (Second Subtask) Duration Two 40-min periods	<ul style="list-style-type: none"> • recognize and apply new knowledge acquired • identify language-learning strategies • identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages • verify the success of attempts at communication • recognize and correct errors in communication 	<ul style="list-style-type: none"> • recognize the links between function/situation and word choice • practise using words and expressions that clarify communication of thoughts and opinions • use common language patterns • work in a group and use correct social skills • practise self-monitoring of progress in the language • practise self-correcting 	
Lesson 12 <i>Visha présente son jeu vidéo</i> Duration Approx. 40 min	<ul style="list-style-type: none"> • predict the content of oral texts • identify language-learning strategies • locate specific points of information in oral texts • demonstrate comprehension of oral texts • produce oral messages • identify information that is useful to complete a task 	<ul style="list-style-type: none"> • practise anticipating meaning • observe differences in language used for communication: favourite expressions, etc. • summarize short oral texts • work in a group and use correct social skills 	
Final Task <i>Mon jeu vidéo sur les sports extrêmes</i> (Final Task) Duration Two 40-min periods	<ul style="list-style-type: none"> • identify sources of information and specific information needed to complete a communicative task • identify knowledge in relation to the theme • recognize knowledge required to complete a task • demonstrate comprehension of written texts • apply acquired knowledge to new situations • produce oral and written messages • recognize and correct errors in communication • verify the success of attempts at communication • evaluate oral messages received in the communicative situation 	<ul style="list-style-type: none"> • recognize the links between function/situation and word choice • practise using words and expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills • practise self-monitoring of progress in the language • practise self-correcting 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> double verb constructions interrogative words vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to create the end of a story 	Formative	TRG pp. 66–71 SB pp. 18–19, 22 [<i>livre</i> pp. 94–95, 98] WB pp. 3, 20–22 CD Tracks 11, 12, 13 BLM 3, 6, 11
	<ul style="list-style-type: none"> double verb constructions <i>le futur proche</i> preposition <i>à</i> plus the definite article vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to plan a video game and write a descriptive paragraph 	Summative	TRG pp. 72–77 SB p. 21, 24–25 [<i>livre</i> pp. 97, 100–101] WB p. 4–5, 15 BLM 15 BLM 16: Assessment Rubric — Second Subtask BLM 18: Assessment Tracking Sheet
	<ul style="list-style-type: none"> double verb constructions vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: discover French expressions and different levels of language used by adolescent Francophones 	Formative	TRG pp. 78 – 81 SB pp. 24–25 [<i>livre</i> pp. 100–101] WB p. 25 CD Track 16
	<ul style="list-style-type: none"> double verb constructions demonstrative adjectives preposition <i>à</i> plus the definite article vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to write a description and create a presentation of a video game 	Summative	TRG pp. 82–85 SB p. 23 [<i>livre</i> p. 99] WB p. 26 BLM 17: Assessment Rubric — Final Task BLM 18: Assessment Tracking Sheet