Unit at a Glance

Overview of Unit	Field of Experience
In *Ado carrières*, students explore career issues, comparing characteristics of various careers (profiled in readings, listening passages, and a set of 48 Career Cards), and evaluating their preferences and aptitudes in terms of the possibilities. They examine case studies of adults seeking career change, and make practical suggestions through role-play in a career-counselling situation.	Experiences with trades and professions.

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 *Un monde de carrières* (Introduction to the unit) **Duration** Approx. two 40-min periods	• identify prior knowledge in relation to the theme • identify beliefs in regard to the theme • identify behaviours in relation to the theme • identify the vocabulary and language structures required to communicate in a specific situation • demonstrate comprehension of oral texts	• recognize the characteristics of a specific group • recognize the links between function/situation and the variety of word choice • learn the vocabulary for talking about words used in certain situations
Lesson 2 *Quels sont tes points forts ?* **Duration** Approx. 60 min	• recognize and apply acquired knowledge in context • identify attitudes in relation to the theme • identify the function and purpose of written texts • predict the content of written texts • locate specific points of information in oral and written texts • produce oral and written messages in relation to the criteria provided • demonstrate comprehension in a variety of oral interactions	• be aware of possible language styles used in specified linguistic circumstances • observe the process of participation in communication • work in a group and use correct social skills
Lesson 3 *Les fiches-carrières* **Duration** Two 40-min periods	• identify prior knowledge in relation to the theme • recognize newly acquired knowledge • identify the theme of written texts • identify information needed to complete a communicative task • demonstrate comprehension of oral and written texts • identify the vocabulary and language structures required to communicate in a specific situation • produce oral messages in relation to the criteria provided	• practise anticipating meaning • learn expressions that clarify communication of thoughts and opinions • use common language patterns
Lesson 4 *Je veux changer de carrière !* **Duration** 40–60 min	• identify attitudes in relation to the theme • apply acquired knowledge in context • produce oral and written messages in a variety of communicative situations • evaluate oral messages received in a variety of oral interactions • adjust oral messages in relation to a specific communicative situation • predict the content of oral texts • locate specific points of information in oral texts • demonstrate comprehension of oral texts • identify language-learning strategies	• practise anticipating meaning • practise words and expressions that clarify communication of thoughts and opinions • observe the process of participation in communication • work in a group and use correct social skills • role-play in both productive and receptive mode basic
Lesson 5 *Étude de la langue* *Au travail !* (First Subtask) **Duration** Approx. three 40-min periods	• identify attitudes in relation to the theme • identify the vocabulary and language structures required to communicate in a specific situation • identify information in written texts needed to complete a communicative task • produce written messages in relation to the criteria provided • demonstrate comprehension of written texts • recognize and correct errors in communication • adjust written messages to communicate in a specific situation • apply acquired knowledge in context • verify the success of attempts at communication in oral and written messages	• examine and review the specifics of certain language functions • learn the vocabulary for talking about words and types of sentences used in certain situations • use common language patterns • observe non-verbal communication • learn words and expressions that clarify communication of thoughts and opinions • recognize the links between function/situation and the variety of word choice • practise self-monitoring progress
Lesson 6 *Les centres d'apprentissage* **Duration** Three or four 40-min periods	• identify behaviours in relation to the theme • apply acquired knowledge in context and new situations • choose the form of oral and written messages in regard to the communicative situation • identify information needed to complete a communicative task • demonstrate comprehension in a variety of oral interactions • adjust oral messages in relation to the parameters of a specific communicative task • evaluate messages received in a variety of interactions • demonstrate comprehension of written texts	• be aware of possible language styles used in specified linguistic circumstances • observe non-verbal communication • observe the process of participation in communication • use techniques allowing communication to continue • role-play in both productive and receptive mode • work in a group or with a partner, and use correct social skills • use common language patterns
Lesson 7 *Journée Carrière* **Duration** Approx. two 40-min periods	• identify prior knowledge and experience in relation to the theme • identify and compare previous attitudes with new understanding • identify the function and purpose of written texts • identify language-learning strategies • identify information needed to complete a communicative task • demonstrate comprehension of oral and written texts • identify the vocabulary and language structures required to communicate in a specific situation	• practise anticipating meaning • observe differences in language used for communication • recognize the characteristics of a specific group • recognize the links between function/situation and the variety of word choice

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Explore the theme of career change through aptitude tests, career profiling, case studies, summarizing and reporting, interviewing, and counselling for career change.	Use of standard French to learn about aptitudes and exploring career change.	**Subtasks:** • Write a paragraph reacting to a career suggestion • Describe a series of careers. • Create a case study. **Final Task:** • Write a report and participate in an interview.

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	• present tense of regular and irregular verbs (review) • basic vocabulary • words from units under study…	• **Le parler des francophones:** use standard French to name careers for both genders. Use standard French to categorize types of careers	**Diagnostic**	TRG pp. 1–7 SB pp. 2–3 WB pp. 2–4 BLM 1, 2 (TRG pp. 6–7)
	• basic vocabulary • words from units under study…	• **Le parler des francophones:** use standard French to complete two aptitude tests. Use standard French to communicate the relationship between career choices and aptitudes, preferences, and learning styles	**Formative**	TRG pp. 8–15 SB pp. 4–5 WB pp. 3–6 CD Track 1 BLM 3A, 3B (TRG pp. 14–15)
	• basic vocabulary • words from units under study…	• **Le parler des francophones:** use standard French to communicate facts about certain careers	**Formative**	TRG pp. 16–20 SB pp. 6–7 WB pp. 7–9 CD Track 2
	• vocabulary • words from units under study…	• **Le parler des francophones:** use standard French to discuss career change	**Formative**	TRG pp. 21–28 SB pp. 8–9 WB pp. 10–11 Career Cards CD Track 3 BLM 3A, 3B (TRG pp. 14–15)
	• formation of adverbs with adjectives • double verb constructions (review) • basic vocabulary • words from units under study… • use of resources	• **Le parler des francophones:** use standard French to describe personal reaction to a specific career	**Formative** **Summative**	TRG pp. 29–42 SB pp. 10–11 WB pp. 12–13 Career Cards BLM 4A, 4B, 5,6, 7 (TRG pp. 37–41) BLM 8: Assessment Rubric — First Subtask (TRG p. 42) BLM 32: Assessment Tracking Sheet (TRG p. 122)
	• basic vocabulary • words from units under study… • use of resources	• **Le parler des francophones:** use standard French to learn by means of activities using multiple intelligences	**Formative**	TRG pp. 43–55 SB pp. 12–13 Career Cards BLM 9, 10, 11, 12, 13, 14, 15, 16 (TRG pp. 48–55)
	• basic vocabulary • words from units under study…	• **Le parler des francophones:** use standard French to explore issues raised during a Career Day	**Formative**	TRG pp. 56–61 SB pp. 14–15 WB pp. 14–15 CD Track 4

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
Lesson 8 *Étude de la langue* *Au travail !* (Second Subtask) **Duration** Approx. two 40-min periods	• identify the vocabulary and language structures required to communicate in a specific situation • produce oral and written messages in a variety of communicative situations • adjust oral and written messages • recognize and correct errors in communication • locate specific points of information in oral and written texts • demonstrate comprehension of written texts • identify prior knowledge and experience in relation to the theme • identify attitudes in relation to the theme • recognize and apply acquired knowledge in context	• examine the specifics of certain language functions • learn the vocabulary for talking about words and types of sentences used in certain situations • recognize the links between function/situation and the variety of word choice • use common language patterns • practise self-correcting • practise self-monitoring progress • work in a group or with a partner and use correct social skills	
Lesson 9 *Hélène parle de sa carrière* **Duration** Two 40-min periods	• predict the content of oral texts • assess the usefulness of information received in oral messages • demonstrate comprehension of oral and written texts • identify language-learning strategies • produce oral and written messages in a variety of communicative situations • produce oral and written messages in relation to the criteria provided • recognize and apply acquired knowledge in context and new situations • identify and compare previous attitudes with new understanding	• practise self-correcting • recognize the characteristics of a specific group • observe the process of participation in communication • role-play in both productive and receptive mode • work in a group or with a partner and use correct social skills	
Lesson 10 *L'histoire d'un acteur* **Duration** Two 40-min periods	• identify attitudes in relation to the theme • predict the content of written texts • identify language-learning strategies • locate specific points of information in written texts • identify information needed to complete a communicative task • demonstrate comprehension of written texts • produce written messages in relation to the criteria provided • adjust written messages to communicate in a specific situation	• practise anticipating meaning • review the specifics of certain language functions • summarize short written texts • observe the process of participation in communication • recognize the links between function/situation and the variety of word choice	
Lesson 11 *Étude de la langue* *Au travail !* (Third Subtask) **Duration** Three 40-min periods	• identify the vocabulary and language structures required to communicate in a specific situation • identify the function and purpose of written texts • evaluate oral messages received in a variety of oral interactions • adjust oral messages in relation to the parameters of a specific communicative task • recognize and correct errors in communication • produce oral and written messages in relation to the criteria provided • recognize and apply acquired knowledge in context • describe appropriate behaviours and attitudes	• examine and review the specifics of certain language functions • use common language patterns • learn the vocabulary for talking about words and types of sentences used in certain situations • summarize short oral and written texts • practise self-monitoring progress • observe the process of participation in communication • work in a group or with a partner and use correct social skills	
Lesson 12 *Notre entrevue* **Duration** 40 min	• identify language-learning strategies • locate specific points of information in oral texts • assess the usefulness of information received in oral and written messages • demonstrate comprehension of oral and written texts • evaluate oral messages received • predict the content of oral and written texts • produce written messages in relation to the criteria provided • identify behaviours in relation to the theme and identify possible new behaviours	• be aware of possible language styles used in specified linguistic circumstances • recognize the links between function/situation and the variety of word choice • observe the process of participation in communication • learn expressions that clarify communication of feelings and intent • use common language patterns	
Final Task *La tâche finale* **Duration** Approx. three 40-min periods	• identify information needed to complete a communicative task • produce oral and written messages in relation to the criteria provided • adjust oral messages in relation to the parameters of a specific communicative task • adjust written messages to communicate in a specific situation • verify the success of attempts at communication in oral and written messages • recognize and correct errors in communication • identify language-learning strategies • apply acquired knowledge in context and new situations	• be aware of possible language styles used in specified linguistic circumstances • practise self-correcting • recognize the links between function/situation and the variety of word choice • use techniques allowing communication to continue • role-play in both productive and receptive mode • work with a partner and use correct social skills • practise self-monitoring progress	
Unit Test *Lise Bernier* **Duration** Approx. two 40-min periods	• locate specific points of information in oral and written texts • assess the usefulness of information received in oral and written messages • identify information in written texts needed to complete a communicative task • identify the vocabulary and language structures required to communicate in a specific situation • demonstrate comprehension of oral and written texts • produce written messages in relation to the criteria provided • adjust written messages to communicate in a specific situation • apply acquired knowledge in context and new situations	• be aware of possible language styles used in specified linguistic circumstances • recognize the characteristics of a specific group • summarize short oral and written texts • use common language patterns • practise words and expressions that clarify communication of thoughts and opinions	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	• object pronoun *en* • basic vocabulary • words from units under study… • use of resources	• **Le parler des francophones:** use standard French to assess some careers for personal suitability	**Formative** **Summative**	TRG pp. 62–71 SB p. 16 WB pp. 16–17 Career Cards BLM 17, 18, 19 (TRG pp. 68–70) BLM 20: Assessment Rubric — Second Subtask (TRG p. 71) BLM 32: Assessment Tracking Sheet (TRG p. 122)
	• basic vocabulary • words from units under study… • use of resources	• **Le parler des francophones:** use standard French to communicate thoughts and opinions involving careers	**Formative**	TRG pp. 72–76 SB p. 17 WB pp. 18–20 Career Cards CD Track 5
	• singular form of *le passé composé* of a few high-frequency verbs formed with the verb *être* • basic vocabulary • words from units under study…	• **Le parler des francophones:** use knowledge of standard French to follow a story in *bande dessinée* format	**Formative**	TRG pp. 77–80 SB pp. 18–20 WB pp. 21–22
	• subject and auxiliary verbs in *le passé composé* • *le passé composé* of regular *-er*, *-ir*, and *-re* verbs, and some irregular verbs with the verb *avoir* • singular form of *le passé composé* of a few high-frequency verbs formed with *être* • basic vocabulary • words from units under study… • use of resources…	• **Le parler des francophones:** use standard French to create a case study	**Formative** **Summative**	TRG pp. 81–93 SB pp. 17–22 WB pp. 23–24 CD Track 6 BLM 21, 22, 23 (TRG pp. 90–92) BLM 24: Assessment Rubric — Third Subtask (TRG p. 93) BLM 32: Assessment Tracking Sheet (TRG p. 123)
	• object pronoun *en* • subject and auxiliary verbs in *le passé composé* • singular form of *le passé composé* of a few high-frequency verbs formed with *être* • basic vocabulary • words from units under study…	• **Le parler des francophones:** use standard French to communicate effectively	**Formative**	TRG pp. 94–97 SB p. 23 WB pp. 25–26 CD Track 7
	• object pronoun *en* • double verb constructions • formation of adverbs with adjectives • subject and auxiliary verbs in *le passé composé* • *le passé composé* of regular *-er, -ir*, and *-re* verbs with the verb *avoir* • singular form of *le passé composé* of a few high-frequency verbs formed with the verb *être* • basic vocabulary • words from units under study… • use of resources	• **Le parler des francophones:** use standard French to communicate in a typical situation from daily life. Use standard French to communicate preferences and experiences. Use standard French to participate in a career counselling interview	**Summative**	TRG pp. 98–104 SB pp. 23–24 BLM 25, 26 (TRG pp. 102–103) BLM 27: Assessment Rubric — Final Task (TRG p. 104) BLM 32: Assessment Tracking Sheet (TRG p. 123)
	• object pronoun *en* • subject and auxiliary verbs in *le passé composé* • singular form of *le passé composé* of a few high-frequency verbs formed with *être* • formation of adverbs with adjectives • basic vocabulary • words from units under study…	• **Le parler des francophones:** use standard French to respond to an oral text. Use standard French to write a paragraph based on career information provided	**Summative**	TRG pp. 105–121 CD Tracks 8 and 9 BLM 28A, 28B, 28C, 28D, 28E, 29A, 29B, 29C, 29D, 29E, 30 (TRG pp. 110–120) BLM 31: Assessment Rubric — Unit Test (TRG p. 121) BLM 32: Assessment Tracking Sheet (TRG p. 123)