

## Correlation between *Tout ados* Level 1 and the British Columbia Prescribed Learning Outcomes

Communicating	Attention, magasiniers!	Vedettes du cirque	Zone sportive	À votre santé!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux	Portraits canadiens
- ask for information, permission, and clarification	- throughout unit, students will ask as required	- discuss how to locate information TRG37 - discuss asking permission, TRG53 - throughout unit, students will ask as required	- ask for directions, WB17 - throughout unit, students will ask as required	- throughout unit, students will ask as required	- asking street directions, SB14-15, WB15, BLM12, 13 - asking for help and explanations, WB16, TRG57, CD track - throughout unit, students will ask as required	- throughout unit, students will ask as required	- giving directions, WB15, CD track - throughout unit, students will ask as required	- throughout unit, students will ask as required
Share information about activities and interests	- record personal shopping information, BLM1 - discuss shopping preferences, SB2 - describe an imaginary shopping spree, WB9B - discuss advantages of department stores, SB6 - write a paragraph about a store, BLM14 - discuss sales flyers, SB12 - discuss purchases from flyers, SB12	- discuss personal experiences with circuses, TRG2 - describe desirable careers, SB2 - discuss asking permission, TRG53 - discuss recorded messages, TRG72 - discuss elements of an audition, SB20 - discuss elements of a presentation, SB24	- discuss extreme sports TRG2, BLM1 - discuss video games, SB8 - discuss personal experiences with snowboarding, SB10 - discuss mountain biking and obstacle courses, SB14 - describe dangers and equipment of extreme sports, SB18	- discuss healthy living, SB2, TRG2 - discuss preferred foods, SB4, 22-23 - discuss opportunities for physical activity in community, SB15 - discuss positive influences, SB17	- discuss holiday trips and planning a trip, TRG3, BLM1,2 - discuss family members in other provinces, SB2 - discuss tourist attractions in community and desired destinations, SB4 - discuss local transportation, SB6 - discuss festivals, TRG50 - discuss history of New France, TRG75 - discuss personal experiences with postcards, SB20	- give opinions on marine animals, TRG3, BLM1 - give opinions on sharks, TRG34 - discuss local places where one can see marine animals, SB16 - discuss family relationships, TRG64	- discuss personal experiences with amusement parks, SB2, WB4-5, BLM1,2, TRG2	- discuss board games, SB2 - discuss famous Canadians, SB2 - match athletes to sports, BLM2 - discuss Olympic athletes, SB6 - discuss interest in sports results, SB8 - discuss important inventions, SB11 - discuss personal experience with snowmobiles, SB13 - name famous Canadian artists, SB16 - discuss concerts and cultural events, SB18 - discuss Canadian stamps, SB23
- participate in familiar activities (real or simulated)	- interview fellow students about shopping and graph class results, WB8, BLM7 - create dialogue about shopping, SB7 - create an in-store announcement, SB9 - participate in shopping survey, BLM23 - in groups, present an ad for a store, SB21-23, WB22-23, video	- audition for a place in a specialty school, SB27, BLM28	- describe a gift for a friend, SB8, WB7	- compare personal habits to Food Guide, SB22-23, WB11 - write a paragraph on eating habits, SB9	- retell story, SB12 - ask and give street directions, BLM13	- create question and answer game <i>Les mystères sous-marins</i> , TRG70-71, BLM20,21	- match themes with parks, SB6 - discuss preferred parks, SB8 - create a new ride for Egyptian theme park and a prize for the park, SB11 - role-play one of the characters, discussing parks, SB11	- identify question card categories and match to illustrations, SB2-3 - create list of notable Canadians and their accomplishments, WB3, BLM1 - do class survey on Canadian athletes, BLM4
- classify events as past, present, or future	- use of present tense and imperatives, throughout unit	- use of present tense, including some forms of <i>être</i> and <i>vouloir</i> , throughout unit	- use of present tense, including <i>sortir</i> , throughout unit	- use of present tense, including <i>devoir</i> and <i>vouloir</i> , throughout unit - use of present tense of <i>devoir</i> and <i>vouloir</i> followed by an infinitive, SB8, WB25-27, BLM9-11, 13 - futur proche, SB12-13, WB20-21, 28-29, BLM17-20	- use of present tense, including <i>partir</i> and <i>pouvoir</i> , throughout unit - use of present tense of <i>pouvoir</i> followed by an infinitive, SB16-17, WB17, 28, BLM14	- use of present tense, including interrogation with inversion (SB18, WB20, 29, BLM20) throughout unit	- use of present tense, including <i>sortir</i> , throughout unit	- use of present tense, throughout unit
- derive meaning in new language situations	- identify imperatives, WB14-15 - numbers and prices, SB16, WB18, 27, BLM15-21 - possessive adjectives SB17, WB19-20, 28-29, BLM24-28	- adjectives, SB5, BLM3-6 - verb forms and infinitives, TRG21, BLM7 - <i>-ir</i> and <i>-re</i> verbs, BLM23-25 - punctuation, BLM22 - identify presentation strategies, WB25-26, CD track	- sports equipment, SB6, WB8-9 - demonstrative adjectives, SB7, WB10, 27-28, CD track - verb <i>devoir</i> + an infinitive to express necessity, TRG21, BLM4A, 4B - contractions of the preposition <i>à</i> SB12, WB28, BLM7,8 - verb <i>sortir</i> , SB16, WB19, 29, BLM13	- create a healthy living dictionary, TRG3-4, BLM2-4 - <i>vouloir</i> , <i>devoir</i> and <i>pouvoir</i> + an infinitive, SB8, WB25-27, BLM7-13 - <i>Soyons actifs!</i> Identify physical activities, SB10-11, BLM15 - <i>Maintenant ou dans 20 ans?</i> WB20 - irregular adjectives <i>beau</i> and <i>nouveau</i> , SB18, WB29, BLM23	- verb <i>partir</i> , SB10-11, WB12-13, 27, BLM6-9, CD track - verb <i>pouvoir</i> , SB16-17, WB17, 28, BLM14, CD track - compound subjects, SB22-23, WB23-25, 29, BLM17-19, CD track	- agreement and place of adjectives, SB7, WB10-11, 25-26, BLM4,5, CD track; SB12, WB14, 27-28, BLM10-12, 24-26 - interrogative forms, inverted questions, SB18, WB20, 29, BLM20-21, CD track	- demonstrative adjectives, SB4, WB7-8, 25-26, BLM5-7, CD track - <i>Les adjectifs</i> , BLM13 - locate references to Egypt in plan of park, SB10-11, WB14, BLM16 - contractions of preposition <i>à</i> , SB12, WB17, 26, BLM18 - verb <i>sortir</i> , SB14, WB20, 27, BLM24	- interrogation with inversion, SB10, WB10-11, BLM6-8 - analyze use of prefixes, SB12 - interrogative expressions, SB15, WB16, BLM13, 14 - use and agreement of adjectives, SB22, WB21-22, BLM18-20

## Correlation between *Tout ados* Level 1 and the British Columbia Prescribed Learning Outcomes

Acquiring Information	Attention, magasiniers!	Vedettes du cirque	Zone sportive	À votre santé!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux	Portraits canadiens
<p><b>- extract, retrieve, and process specific information from French-language resources to complete authentic tasks</b></p>	<ul style="list-style-type: none"> <li>- complete questionnaire on shopping, WB6</li> <li>- watch video <i>La voix des ados</i> and complete activities, SB2-3, WB7, BLM2</li> <li>- listen to <i>On va magasiner</i> and complete activities, SB5, CD track, BLM4,5</li> <li>- read <i>On va magasiner</i> and classify purchases, SB5</li> <li>- listen to <i>Des listes pour la rentrée</i> and match purchase to purchaser, WB9</li> <li>- classify objects in store departments, SB7</li> <li>- listen to and complete announcements, WB12, CD track</li> <li>- view <i>Tout le monde magazine</i> and complete activities, SB7, WB15, video</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to <i>Veux-tu être vedette du cirque?</i> and complete activities, SB2-5, WB6, BLM1, CD track</li> <li>-read bio cards and locate information, SB6, BLM2</li> <li>-read <i>Une école spéciale</i> and respond, SB7-9, WB7</li> <li>-listen to <i>Les cours d'Antoine et de Véronique</i> and complete Venn diagram, WB8</li> <li>-view <i>Véronique demande la permission</i> and complete activities, SB10-13, WB9, BLM15, video</li> <li>-listen to <i>Un message enregistré</i> and complete activities, SB16-19, WB12-13, CD track</li> <li>-read <i>Les amis se préparent pour l'audition</i> and identify elements, SB20-21</li> <li>-compare draft descriptions and listen to <i>Les descriptions personnelles</i>, SB22-23, WB14, CD track</li> <li>-view <i>À l'audition</i> and complete activities, SB24-27, WB23-25, video, CD track</li> </ul>	<ul style="list-style-type: none"> <li>- listen to and read <i>Un voyage virtuel</i> and complete activities, SB8-9, WB11, BLM5, CD track</li> <li>- listen to and read <i>La première épreuve: le surf des neiges</i> and complete activities, SB10-11, WB12-14, BLM6, CD track</li> <li>- listen to <i>La deuxième épreuve</i> and complete activities, WB16, BLM10</li> <li>- read <i>La deuxième épreuve: le vélo de montagne</i> and respond, SB14, BLM11</li> <li>- classify sport vocabulary, BLM12</li> <li>- read <i>Les cartes de sports</i> and <i>Caroline Brunet</i> and respond, SB17, 20, WB25</li> <li>- listen to <i>La troisième épreuve</i> and trace routes, SB18-19, WB20, CD track</li> <li>- listen to <i>Visha présente son jeu vidéo</i> and complete activities, SB24-25, WB25, CD track</li> </ul>	<ul style="list-style-type: none"> <li>- view <i>Dans la cuisine</i> and respond, SB2-3, WB7, BLM17, video</li> <li>- read and respond to <i>Mes habitudes</i>, WB8-9</li> <li>- listen to <i>Une bonne ou une mauvaise habitude?</i> and respond, WB12, CD track</li> <li>- <i>Demandez au diététiste</i>, SB4-7, WB13-16</li> <li>- listen to <i>Soyons actifs!</i> and complete activities, WB19, CD track</li> <li>- read <i>Mes mauvaises habitudes</i> and <i>Mon horaire</i> and respond, SB12</li> <li>- listen to <i>Les résolutions de Sophie</i> and complete activity, WB20, CD track</li> <li>- read <i>Le Sentier transcanadien</i> and complete activities, SB15-16, WB22, BLM22</li> <li>- read <i>Une attitude positive</i> and complete activities, SB17, WB23</li> <li>- listen to <i>Une attitude positive</i> and identify strategies of persuasion, WB24, CD track</li> </ul>	<ul style="list-style-type: none"> <li>- view <i>La visite à Québec</i> and respond, WB6, BLM4, video</li> <li>- read <i>Découvrez Québec cet été</i> and respond, SB4-5, TRG20, WB7A</li> <li>- listen to <i>Papa annonce...</i> and respond, WB7B, CD track</li> <li>- view <i>À l'agence de voyages</i> and respond, SB6-7, BLM5, video</li> <li>- listen to <i>Un horaire de trains</i> and respond, SB8-9, TRG32, CD track</li> <li>- listen to <i>L'itinéraire de Mélanie et de Martin</i> and complete activities, WB9-10, CD track</li> <li>- listen to <i>Le train part à quelle heure?</i> and respond, WB11</li> <li>- read and view <i>Les Fêtes de la Nouvelle-France</i> and respond, SB12-13, video</li> <li>- read <i>La vie d'un voyageur</i> and complete activities, SB18-19, WB18-19</li> <li>- read <i>Un gros bonjour</i> and complete activities, SB20-21, WB20-21</li> </ul>	<ul style="list-style-type: none"> <li>- identify illustrated marine animals, SB2-3</li> <li>- read <i>Les animaux marins</i> and complete activities, SB4-6, WB6-7</li> <li>- read <i>Demandez à l'océanographe</i> and complete activities SB9-11, WB12, 13, BLM8,9</li> <li>- read <i>À la recherche du calmar géant</i> and complete activities, SB14-15, WB16</li> <li>- read <i>À l'aquarium</i> and complete activities, SB16-17</li> <li>- read <i>Le coelacanth – le poisson historique!</i> And complete activity, BLM19</li> <li>- listen to <i>Un poisson historique</i> and complete activities, WB18-19, BLM19, CD track</li> </ul>	<ul style="list-style-type: none"> <li>- listen to and read <i>Une visite au parc Lamuse</i> and complete activities, SB2-3, WB6, BLM3,4, CD track</li> <li>- listen to <i>Les amis participent...</i> and complete activities, SB6-8, WB9, BLM12, CD track</li> <li>- listen to <i>Quel parc d'attractions?</i> and respond, WB10, CD track</li> <li>- read <i>Aventure dans la Vallée des rois</i> and respond, SB10-11, WB14</li> <li>- listen to <i>Dans la tombe du pharaon</i> and respond, WB15, CD track</li> <li>- listen to <i>Chevaliers et dragons</i> and respond, WB18, CD track</li> <li>- read <i>Aventure dans la Forêt mystérieuse</i> and complete activities, SB14-15, BLM22-23</li> <li>- listen to <i>Dani traverse la Forêt mystérieuse</i> and trace route, WB19, CD track</li> <li>- listen to <i>Aventure amazonienne</i> and complete activities, SB20-21, WB21-24</li> <li>- read <i>Une visite au parc Safari</i> and respond, BLM29</li> <li>- listen to model presentation and respond, SB24-25, BLM31</li> </ul>	<ul style="list-style-type: none"> <li>- read <i>Un sport canadien</i> and <i>Monsieur Hockey</i> and complete activities, SB4-5, WB4-5</li> <li>- listen to <i>Une entrevue avec Joe Sakic</i> and complete activities, SB5, WB5, CD track</li> <li>- read <i>Sur le podium</i> and complete activities, SB6-7, WB6-7, CD track</li> <li>- read <i>Portraits d'athlètes</i> and complete activities, SB8-9, WB8-9, BLM5</li> <li>- read <i>Les signes de l'excellence</i> and complete activities, SB11-12, WB12-13</li> <li>- read <i>Un inventeur précoce</i> and complete activities, SB13, WB15</li> <li>- read <i>J. A. Bombardier</i> and respond, SB14, BLM12</li> <li>- read <i>Bravo!</i> and complete activities, SB16-17, WB17-18, CD track</li> <li>- read <i>À l'affiche!</i> and complete activities, SB18-21, WB19-20, CD track</li> <li>- read <i>Qui suis-je?</i> and complete activities, SB23, WB23-24, BLM23, CD track</li> </ul>

## Correlation between *Tout ados* Level 1 and the British Columbia Prescribed Learning Outcomes

Acquiring Information (Continued)	Attention, magasiniers!	Vedettes du cirque	Zone sportive	À votre santé!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux	Portraits canadiens
<p><b>- express acquired information in oral, visual, and written forms</b></p>	<ul style="list-style-type: none"> <li>- create and comment on graph, WB8</li> <li>- <i>Trouve l'intrus</i>, BLM8</li> <li>- present information on a local department store, TRG39</li> <li>- create dialogue about shopping, SB7</li> <li>- describe errors in two illustrations, SB18-19</li> </ul>	<ul style="list-style-type: none"> <li>- discuss courses at circus school, SB5</li> <li>- create questions and answers based on bio cards, TRG17</li> <li>- create questions and answers based on class presentations, BLM9</li> <li>- write sentences about the characters, WB8, TRG40</li> <li>- write an e-mail message, SB9, BLM11</li> <li>- create a dialogue asking permission, SB13, BLM16</li> <li>- research a circus, TRG67, BLM19</li> <li>- analyze recorded messages, WB11, CD track</li> <li>- complete model description and write personal description, SB23, WB15-19, 20-22, CD track</li> <li>- create Web page or e-mail for a specialty school, TRG109, BLM13, 28</li> <li>- present a personal audition, SB27, BLM28</li> </ul>	<ul style="list-style-type: none"> <li>- create a catalogue page, SB6</li> <li>- retell story, SB8</li> <li>- describe the snowboarding test, SB10-11, TRG35</li> <li>- create plan for an original video game, SB13, WB15</li> <li>- create warning signs, SB13</li> <li>- create personal mountain bike race, WB18</li> <li>- create a personal sports card, WB24, BLM14</li> <li>- retell first two tests, TRG18</li> <li>- match information to sports, WB21, CD track</li> <li>- complete <i>Mots croisés</i>, WB22</li> <li>- create route and characters for game, SB21, BLM15</li> <li>- present original video game, SB23</li> </ul>	<ul style="list-style-type: none"> <li>- describe characters in <i>Dans la cuisine</i>, WB7, video</li> <li>- n groups, compare personal responses to <i>Mes habitudes</i> to characters in video, WB9, video</li> <li>- describe an ideal dinner for an athlete, WB12B</li> <li>- <i>On doit avoir un régime équilibré</i>, create meal plans for letter writers, SB4-7, WB17-18</li> <li>- write a poem about physical activity, SB11</li> <li>- create a dialogue based on <i>Soyons actifs!</i> SB11</li> <li>- create a mindmap, BLM16</li> <li>- write resolutions, TRG64</li> <li>- play Roulette game, SB13, BLM17</li> <li>- create a physical activity plan, SB14</li> <li>- propose a way of buying part of the Sentier transcanadien, SB16</li> <li>- prepare a publicity poster for the Sentier, SB16</li> <li>- discuss roles played in <i>Une attitude positive</i>, SB17</li> <li>- create a comic strip, SB18</li> <li>- present action plan, SB19-21, BLM25, video</li> </ul>	<ul style="list-style-type: none"> <li>- create dialogue about a planned visit to Québec, SB5, TRG22</li> <li>- create dialogue at travel agency, SB7, BLM5</li> <li>- write e-mail message, SB9, TRG34</li> <li>- prepare a trip itinerary, SB11, WB14, BLM10</li> <li>- design a city plan, SB17, BLM15</li> <li>- create a dialogue giving street directions, SB17</li> <li>- complete a postcard, WB22</li> <li>- retell postcard messages, SB20-21, TRG83</li> <li>- write a postcard, SB23</li> <li>- present an imaginary trip, SB24-25, CD track</li> </ul>	<ul style="list-style-type: none"> <li>- describe a marine animal, SB4-6, BLM3, TRG14</li> <li>- write a description of an imaginary marine animal, SB8, BLM6</li> <li>- create a radio ad for a fish store, SB13, WB15, BLM15-16</li> <li>- write and present a variation on <i>À la recherche du calmar géant</i>, SB14-15, BLM18</li> <li>- create comprehension questions on <i>À l'aquarium</i>, SB16-17</li> <li>- create a dialogue with an oceanographer, TRG71-2</li> <li>- research an endangered species, BLM23</li> <li>- present an imaginary marine animal, SB20-23, WB23, BLM27, 28, CD track</li> <li>- create a book jacket, TRG97, BLM29, 30</li> </ul>	<ul style="list-style-type: none"> <li>- create sentences about rides, SB3</li> <li>- create lists of souvenirs, SB3</li> <li>- create a souvenir for a new park, TRG42</li> <li>- plan a theme park and write a descriptive paragraph, SB9, WB12-13, BLM14</li> <li>- create a plan for a Canadian village, BLM11, TRG30</li> <li>- in pairs, create new routes for <i>Dans la tombe du pharaon</i>, WB15</li> <li>- compare two parks, BLM17</li> <li>- write descriptions of rides and souvenirs, SB13, BLM19-20</li> <li>- in pairs, create routes through <i>La Forêt mystérieuse</i>, WB19</li> <li>- create a labelled plan of new park, SB19</li> <li>- in pairs, describe adventures in Amazon park, SB21</li> <li>- play vocabulary game, TRG92</li> <li>- role-play guide and visitor, SB22, BLM26-28</li> <li>- present original park, SB23</li> </ul>	<ul style="list-style-type: none"> <li>- describe an interesting athlete, WB9</li> <li>- write a bio card on an athlete, SB10, BLM9</li> <li>- listen to a radio broadcast and respond, WB14, CD track</li> <li>- role-play an inventor, TRG40</li> <li>- describe a Canadian invention, SB15, BLM15, 16</li> <li>- describe some Canadian artists, WB18</li> <li>- create questions for <i>À l'affiche</i>, SB18-21, WB20</li> <li>- create an ad for a cultural event, SB22, BLM21</li> <li>- present a candidate for a new Canadian stamp, SB24, WB25, BLM24, 25, CD track</li> </ul>

## Correlation between *Tout ados* Level 1 and the British Columbia Prescribed Learning Outcomes

Experiencing Creative Works	Attention, magasiniers!	Vedettes du cirque	Zone sportive	À votre santé!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux	Portraits canadiens
- respond to authentic creative works from the Francophone world	- assign characteristics to characters in <i>On va magasiner</i> , SB5, CD track - read <i>Des magasins canadiens</i> and respond, SB10-11, WB16 - respond to store flyers, SB15-16, WB17 - create a flyer, SB20, WB21 - Web links: Zellers, Roots	- write a personal bio card, SB6 - create a Web page, SB9, BLM12, 13 - comment on gestures and tone of voice in <i>Véronique demande la permission</i> SB10-13, TRG58, video - read <i>Le monde du Cirque du Soleil</i> and respond, SB14-15, BLM18 - create a recorded message and a dialogue based on it, SB19, BLM21 - Web links: Cirque du Soleil, École nationale du cirque	-listen to and read <i>Zone sportive</i> and complete activities, SB2-5, WB6, BLM2,3, CD track -read description of third test and share with class, SB18, TRG68 -read ending of story ( <i>La réalité... enfin!</i> ) and share findings with class, SB22	- <i>Un questionnaire sur la santé</i> , WB6 - <i>Le guide alimentaire canadien</i> , SB22-23, WB10 - <i>Demandez au diététiste</i> , SB4-7, WB13-16 - Create meal plans for letter writers, <i>Demandez au diététiste</i> , SB4-7, WB17-18 - read <i>Le Sentier transcanadien</i> and respond, SB15-16 - Web links: Le guide alimentaire canadien, Le guide d'activité physique, Le Sentier transcanadien	-analyze invitations, SB2-3 - <i>Découvrez Québec cet été</i> , SB4-5 - <i>Les Fêtes de la Nouvelle-France</i> , SB12-13, TRG51, video -Web links: Québec, La région de Québec, Valcartier Village Vacances, Les Fêtes de la Nouvelle-France	- <i>La recherche sur les baleines</i> , SB19, WB21-22, BLM22 -Web links: Le grand bleu, Baleines du Saint-Laurent	- <i>Viens explorer Nigloland</i> , SB5, BLM8-11 -Web link: Nigloland, le parc d'attractions	- <i>J. A. Bombardier</i> , SB14

Understanding Cultural Influences	Attention, magasiniers!	Vedettes du cirque	Zone sportive	À votre santé!	Réunion à Québec	Mystères sous-marins	Manèges merveilleux	Portraits canadiens
- identify elements of Francophone cultures in Canada and the world		- use of gestures to convey meaning, <i>C'est quel geste?</i> WB10 - <i>Le monde du Cirque du Soleil</i> , SB14-15, BLM18	-read <i>Les cartes de sports</i> and <i>Caroline Brunet</i> and respond, SB17, 20, WB25	- read <i>Le Sentier transcanadien</i> and respond, SB15-16	- 24-hour time system, SB9, WB8 - <i>Les Fêtes de la Nouvelle-France</i> , SB12-13, video - <i>La vie d'un voyageur</i> , SB18-19, TRG78	- <i>La recherche sur les baleines</i> , SB19, WB21-22, BLM22	- <i>Viens explorer Nigloland</i> , SB5, BLM8-11	-Jacques Plante, Lucille Lessard, Arthur Sicard, J. A. Bombardier, Céline Dion, Félix Leclerc, Antonine Maillet, Le Cirque du Soleil, Pierre Elliott Trudeau, Lucille Teasdale, Éric Saint-Pierre
-identify and compare the activities of young people in Francophone communities to their own	- select a character from the video to go shopping with, SB3 - throughout the unit, students compare themselves to the Francophone characters they encounter	-throughout the unit, students compare themselves to the Francophone characters they encounter	-throughout the unit, students compare themselves to the Francophone characters they encounter	-throughout the unit, students compare themselves to the Francophone characters they encounter	-throughout the unit, students compare themselves to the Francophone characters they encounter	-throughout the unit, students compare themselves to the Francophone characters they encounter	-throughout the unit, students compare themselves to the Francophone characters they encounter	