

Big Ideas

BC Curriculum Grade 10	Module 1 On reste en bonne santé!	Module 2 On se prépare pour l'avenir !	Module 3 On s'informe !	Module 4 On s'organise !
	<p>This new program is function-driven. The students take on a very active and important role as the program is based on purposeful, action-oriented tasks which are set in a variety of meaningful and authentic contexts. The language learner is a social agent who communicates with others in a variety of situations. Students increase their confidence as they engage and explore while also increasing their vocabulary and language skills. Oral language is the focus throughout each module as students interact and communicate to accomplish authentic tasks in a variety of culturally rich and real-life situations.</p> <p>Students are able to demonstrate success by being given daily opportunities to listen, speak, and interact in French using a range of language learning strategies. These strategies highlight best practices in second-language acquisition as they pertain to differentiation, assessment, and metacognition. Concepts and language are introduced and modelled through the gradual release of responsibility which scaffold and support students in completing action-oriented tasks.</p> <p>This program is well designed and fits very well with the First Peoples Principles of Learning:</p> <ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. • Learning is holistic, reflexive, reflective, experiential, and relational. • Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities. Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story. • Learning involves patience and time. • Learning requires exploration of one's identity. <p>Aboriginal Ways of Knowing and Being:</p> <ul style="list-style-type: none"> • Learning is connected to land, culture, and spirit • Important teachings emerge through stories • Learning involves developing relationships, respecting distinct cultures, and honouring the perspectives of others in our community • Learning is a journey that takes courage, patience, and humility • The deepest learning takes place through lived experience. It requires exploring our identities, learning from our mistakes, and having gratitude for our gifts. <p>Mon Réseau Ma Vie 2 takes students on a journey where they can experience culture and language and explore their identity.</p>			
Listening and viewing with intent supports our acquisition and understanding of French	Listen to introductions, school routines, and students at a party. Listen to a conversation between a newcomer and a neighbour.	Listen to volunteer choices. Context A, Lesson 2 Listen to volunteer inquiries (Contexte A, Lesson 5)	Listen to oral text about everyday matters and matters of personal interest. Listen to directions and personal introductions, and students making plans.	Listen to a conversation, phone messages, ad responses.

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	<p>Listen to understand and determine meaning in a variety of oral French texts. Context A, Lesson 2), listening to friends plan snacks, proposing activities to a new student.</p> <p>Listen to understand: Listen to menu choices</p> <p>Listen to interact: Planning an order / Describing relaxation techniques (Context C, Lesson 35)</p> <p>Expanding a conversation, Context A, Lesson 2</p> <p>Inviting a new student to join you for lunch, Context A, Lesson 9</p> <p>Visual texts: Throughout the module Audio texts: throughout</p> <p>Video: View a video about Francophone culture. Learn about languages in Luxembourg Context A, lesson 5 Learning about school in France Context C, Lesson 24 Listening: Intercultural Understanding -compare one's cultural knowledge and experiences to new learning about French-speaking communities in Europe. -demonstrate understanding of sociolinguistic conventions used in diverse French-speaking communities.</p>	<p>Listen to understand: listening to volunteer choices</p> <p>Listen to interact: Recommending part-time jobs. (Context B, Lesson 17)</p> <p>Listen to advice. Listen to radio ads. Talk about part time jobs with a friend. Context B, Lesson 22</p> <p>Participate in a job interview. Context B, Lesson 29</p> <p>Role play a job interview. Context B, Lesson 25</p> <p>Visual texts: Throughout the module Audio texts: throughout</p> <p>Video: Listen to a video about exceptional Canadians. -Listen to volunteer inquiries. Context A, Lesson 5. -Learn about UNICEF Context A, Lesson 8</p>	<p>Listen to understand: listening to directions and billeting offers.</p> <p>Listen to interact: Choose a weekend outing with a friend. (Context B, Lesson 20)</p> <p>Listen to interact: Ask for information at a tourist bureau. (Context B, Lesson 15). Choose activities at a local community centre (Context B, Lesson 17)</p> <p>Visual texts: throughout Audio texts: throughout Listen to radio ads. Contexte C , Lesson 30. Learn about Swiss yodeling. Contexte A, Lesson 31.</p> <p>Video: Listen to a video about future plans. Use interactive listening strategies when participating in social and academic oral interaction. Discuss the pros and cons of outings. Context B, Lesson 24</p>	<p>Listen to understand: Interpret messages accurately while interacting in French</p> <p>Listen to interact: Talk about locations in a mall, report a lost item, compare cultural dance forms. Describe their obligations at home. Share viewpoints about technology.</p> <p>Visual texts: throughout the module Audio texts: throughout the module</p> <p>Video: Au comptoir d'information-view a video in which a student is looking for a lost item. Un compromis-view a video in which a group of friends decide to go out to see a movie and need to choose a movie.</p>

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<p>Expressing ourselves and engaging in conversations in French involves courage, risk taking, and perseverance.</p>	<p>Students use speaking strategies to communicate and engage in guided spoken interactions with gradual release.</p> <p>Speaking to communicate : placing an order with a caterer, Context B, Lesson 16. Describing foods you like, Context A, Lesson 2 (Context B, Lesson 18 Giving suggestions on food waste Context B, Lesson 24 Suggesting changes to a new school lunch service. Context B, Lesson 28 -students leave voice mail messages. Speaking to interact : Planning an order, describing relaxation techniques, proposing activities to a new student, response to a partner's snack choices. Intercultural Understanding / Speaking : students discuss plantain and banana snacks.</p>	<p>Students use speaking strategies to communicate clearly and coherently producing rehearsed and increasingly spontaneous messages.</p> <p>Speaking to communicate : Talking to a guidance counsellor. Context A, Lesson 3. Telling a friend about a volunteer opportunity. Context A, Lesson 6. Leaving a message to express an interest in a volunteer opportunity Speaking to interact : Recommending part-time jobs. Context B, Lesson 17 Talking about part-time jobs with a friend. Context B, Lesson 22 Role-playing a job interview. Context B, Lesson 25 Intercultural Understanding / Speaking : Learning about a Canadian / Belgian artist. Context A, Lesson 3 Reading job interview tips. Context B, Lesson 24</p>	<p>Students continue to use speaking strategies to communicate effectively and speak with a smooth pace and appropriate intonation and accurate pronunciation.</p> <p>Speaking to communicate : Introduce oneself to a pen pal. Contexte A, Lesson 3. Invite a friend over. Context A, Lesson 5. Leave a voice mail. Context A, Lesson 9. Create a video to introduce oneself. Context A, lesson 12 Speaking to interact : choose a weekend outing with a friend. Context B, Lesson 15. Choose activities at a local community centre. Context B, Lesson 17 Intercultural Understanding / Speaking: Participate in small talk. Context B, Lesson 18. Learn about call-and-response songs. Context B, Lesson 16.</p>	<p>Students use speaking skills to describe needs while increasing their vocabulary in a variety of social contexts.</p> <p>Speaking to communicate : talk about visit to a mall (Context A, Lesson 3), describe a lost object (Context A, Lesson 15), choose a movie to watch with friends. Speaking to interact : invite someone to an event (Context B, Lesson 28), share viewpoints about technology use (Context B, Lesson 24, ask for assistance (Context A, Lesson 11). Intercultural Understanding / Speaking: compare markets in Canada and the Carribean (Context B, Lesson 20). -students give suggestions about places to visit -students describe the characteristics of travel destinations</p>
<p>Acquiring a new language can shape our perspective and identity.</p>	<p>Stories (and informative texts): -un sondage -un forum Web de conseils -des scenarimages</p>	<p>Stories (and informative texts): -Des témoignages -Un jeu-questionnaire -Des affiches -Des messages et une conversation numériques</p>	<p>Stories (and informative texts):</p>	<p>Stories (and informative texts):</p>

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	<p>Context A -Learning about languages in Luxembourg Learning about a music festival in La Rochelle, France Learning about hockey in France</p> <p>Context B: -Learning about Belgian French fries -Des records mondiaux -Un site Web d'information santé -Une page personnelle sur les réseaux sociaux -Une histoire en images -Un programme d'activité</p> <p>Context C: -Learning about school in France -Un sondage -Un article de magazine -Un calendrier -Des courriels Compare one's cultural knowledge and experiences to new learning about French-speaking communities in the Americas outside Canada. Demonstrate an understanding of</p>	<p>Context A -Promoting a career. Context C, Lesson 32 Writing about education requirements for a career choice. Context C, Lesson 35</p> <p>Contexte B: -Une affiche et des messages sur les réseaux sociaux -Un forum Web et un agenda -Une histoire en images -Learning about Belgium</p> <p>Context C: -Des messages -un site Web de métiers -des entrevues -des courriels -Des articles de journaux</p>	<p>Context A: -Learning about green initiatives in the city of Luxembourg. Contexte A, Lesson 3. View a map. Contexte A, Lesson 6.</p> <p>Context C: -Un article de magazine -Un formulaire d'inscription -Des profils de candidats</p>	<p>Context A: -Le plan d'un centre commercial -Un site Web d'objets perdus et trouvés -Une histoire en images -Un formulaire</p> <p>Context B: -Le plan d'une ville -Des invitations -Un jeu de société -Un text narratif</p> <p>Context C: -Le site Web d'un cinéma -Un horaire cine -Des messages sur les réseaux sociaux</p> <p>-Un article de magazine, un graphique et des commentaires en ligne</p>

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<p>Cultural expression can take many different forms.</p>	<p>Context A: -talking about plantain and other banana snacks -writing a comparison between your typical menu and a Caribbean youth's typical menu. - Learning about sports in France, Context A, Lesson 8 Writing tweets appropriately for public viewing, Context A, Lesson 8</p> <p>Context B: -viewing a video about Francophones in the Americas. -comparing the French and Creole languages</p> <p>Context C: -comparing Mardi Gras in Louisiana and Canada</p>	<p>Context A -Learning about UNICEF -Learning about a Canadian / Belgian artist -Noticing the use of tu / vous and listening to a conversation for tone -Using the proper level of language in a semi-formal email</p> <p>Context B: -Learning about Belgium -Applying interview tips for second language users -Using the proper level of language in a semi-formal setting</p> <p>Context C: -Learning French in Canada -Comparing formal and informal emails</p>	<p>Context A: -comparing Haitian and Canadian schools -comparing meals linked to cultural heritage</p> <p>Context B: -talking about aquatic sports in Martinique and Canada</p> <p>Context C: -listening to zouk music</p>	<p>Context A: -comparing cultural dance forms in the Antilles and Canada -comparing one's family traditions to family traditions in France</p> <p>Context B: -comparing markets in the Caribbean islands and Canada -learning about leisure sports in Switzerland -learning about Belgian chocolate</p> <p>Context C: -learning about the Cannes Film Festival -reading French or Belgian websites for travel information</p>

Grade 10 – British Columbia FSL Curriculum Correlation and *Mon réseau, ma vie 2*

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<p>Acquiring French allows us to interact with the Francophone world.</p>	<p>-communicate information orally about French-speaking communities in the Americas outside of Canada, including cultural aspects and their contributions to la Francophonie and the world. -make connections to personal experiences and their own and other communities (ex. Haiti, Guadeloupe, Martinique, Louisiane).</p> <p>-read to make connections and compare one's cultural knowledge and experiences to new learning about French-speaking communities.</p>	<p>-communicate information orally about French-speaking communities in the Americas outside of Canada, including cultural aspects and their contributions to la Francophonie and the world. -make connections to personal experiences and their own and other communities (ex. Haiti, Guadeloupe, Martinique, Louisiane).</p> <p>-describe volunteer tasks -speak about job-appropriate qualities -talk about availability for a job -express and justify career preferences</p>	<p>- communicate information orally about French-speaking communities in the Americas outside of Canada, including cultural aspects and their contributions to la Francophonie and the world. -make connections to personal experiences and their own and other communities (ex. Haiti, Guadeloupe, Martinique, Louisiane).</p>	<p>- communicate information orally about French-speaking communities in the Americas outside of Canada, including cultural aspects and their contributions to la Francophonie and the world. -make connections to personal experiences and their own and other communities (ex. Haiti, Guadeloupe, Martinique, Louisiane).</p>

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<p>Acquiring French allows us to explore diverse opportunities.</p>	<p>-demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities.</p>	<p>-discuss educational requirements for careers</p> <p>Speak about future actions related to careers</p> <p>-read to make connections and compare one's cultural knowledge and experiences to new learning about French-speaking communities in the Americas outside Canada.</p>	<p>-read to make connections and compare one's cultural knowledge and experiences to new learning about French-speaking communities in the Americas outside Canada. (compare Haitian and Canadian schools: Context A, Lesson 10)</p> <p>-demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</p>	<p>- read to make connections and compare one's cultural knowledge and experiences to new learning about French-speaking communities in the Americas outside Canada. (learn about the French presence in the New England states: Contexte C, Lesson 31)</p> <p>-demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</p>

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<p>Intercultural Understanding With teacher and peer assistance, students self-assess their intercultural understanding of the Francophone communities represented in the texts. They notice both similarities and differences between their everyday world and the customs, objects, and expressions of Francophones. The culture capsules can also be a springboard to student-led or guided inquiry. Refer to p. 48 of the Program Overview for more on debriefing intercultural understanding.</p>				
<p>Content -commonly used vocabulary and sentence structures for communication in past, present, and future time frames: -various types of questions -sequences of events -degrees of likes and dislikes -hopes, dreams, desires, ambitions -opinions about familiar topics</p> <p>Curricular Competency : -explore and derive meaning from a variety of texts -engage in conversations about familiar topics -narrate stories, both orally and in writing</p>	<p>Each module presents multiple opportunities for students to use vocabulary and language. Language Demos have been created showing 3 short tutorial videos which include audio and visual support to maximize student learning. Each video also offers useful pronunciation tips. Language structures are presented in an engaging way. Interactive activities are included throughout the program in all of the modules. Each module also features a modifiable electronic slide presentation to support student learning during the lessons. Oral production and oral interaction activities are present throughout and maintained as an important language focus.</p> <p>Texts of all types provide powerful starting points for students to interact with meaningful ideas in French. Oral language is integrated into the modes of listening, speaking, reading, writing, viewing, and representing; these modes are interdependent and reciprocal. <i>Mon réseau, ma vie 2</i> features a large variety of text genres, including text messages and online conversations, websites, graphic texts, informational texts, and quizzes to engage students. All texts present up-to-date content that is relevant to students. When students engage personally with content, they are more likely to succeed. Many of the texts offer accompanying audio and digital support. The texts serve as a starting point for authentic communication.</p>			
<p>Curricular Competency: -explore and derive meaning from a variety of texts.</p>	<p>Comprehension : -listening for familiar words -Je vérifie ma compréhension. Je regarde les images. Je fais des liens.</p> <p>Production : J'utilise des modèles. J'utilise mon journal personnel. Je répète mon texte dans ma tête / à haute voix.</p>	<p>Comprehension : -J'identifie mon intention de lecture. Je regarde les images. Je lis le titre et les sous-titres.</p> <p>Production : J'utilise mes connaissances. J'utilise mes expériences personnelles. J'identifie les caractéristiques du texte.</p>	<p>Comprehension : -using a range of comprehension strategies -Je vois une image dans ma tête. -Je fais des liens. -J'utilise le contexte. -Je relis.</p> <p>Production : Je fais un brouillon. Je consulte mes ressources.</p>	<p>Comprehension : -understanding a variety of French texts, verifying comprehension, and reflecting on learning. Contexte C, Lesson 36 -J'identifie l'intention du message. -Je pense au monde autour de moi. -Je fais un brouillon.</p> <p>Production : -J'utilise une aide visuelle. -Je fais des liens.</p>

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	<p>Metacognition : Je réfléchis au message. Je réfléchis à mes stratégies.</p> <p>Cooperative learning : Context A, Lesson 14</p> <p>Pour exprimer des préférences J'aime... / J'adore... / Je préfère... Moi aussi, j'aime ça. Natasha aussi, elle aime...</p>	<p>Metacognition : Je réfléchis à mes stratégies. Je demande des suggestions pour m'améliorer.</p> <p>Pour exprimer ton accord / ton désaccord. Je suis d'accord. Je ne suis pas d'accord. Tu as raison. Mais non,...</p>	<p>Metacognition : Je réfléchis au message du texte. J'identifie les stratégies les plus efficaces.</p> <p>Cooperative learning : Je peux proposer une idée. Je peux comprendre et donner des informations.</p>	<p>Metacognition : -Je réfléchis à mes stratégies. -Je demande de l'aide. - Je demande des suggestions pour m'améliorer.</p> <p>Cooperative learning : -Est-ce que je peux faire des liens? -Est-ce que je peux échanger des idées? -Est-ce que je peux comprendre mes amis?</p>
<p>Curricular Competency: -Use a range of strategies to support communication.</p>	<p>This program is designed with a focus on strategies throughout all of the modules. Key comprehension, production, and metacognitive strategies are used by students and modelled by teachers throughout all of the modules.</p> <p>Throughout the modules students participate in activities which guide them to make connections, consult 'mon journal personnel', and use graphic organizers.</p> <p>-J'exprime mes préférences. -Je donne une raison pour mon choix. -J'échange des informations et des idées simples.</p>	<p>-J'exprime mes goûts -J'exprime mon accord et mon désaccord.</p>	<p>-Je demande et donne de l'information. -J'exprime mes sentiments. -Je fais des liens.</p>	<p>-Je demande de l'aide. -Je fais des liens. -Je suis des directions et je clarifie.</p>

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<p>This program is a literacy-based program. Texts of all types provide powerful starting points for students to interact meaningfully in French. Oral language is integrated into the modes of listening, speaking, reading, writing, viewing, and representing; these modes are interdependent and reciprocal. This program offers multimedia text formats, interactive features, and web-based access. Exploring and producing print, audio, graphic, multimedia, electronic, and other forms of text prepare learners for multi-literate futures.</p> <p>Text types include : -des recettes, des messages téléphoniques, des sites Web, des affiches, des histoires en images, les textes narratifs, des courriels, des articles de journaux, et plus.</p>				
<p>Content : -elements of a variety of types of texts -common elements of stories</p> <p>Curricular competencies; -narrate stories, both orally and in writing Personal and Social Awareness: -explore regional variations in French -explore the importance of story in personal, family, and community identity -explore Francophone cultural expression -recognize connections between language and culture</p>	<p>Textes: -Mes préférences -Qu'est-ce qu'on commande? -Des compromis -Des collations santé ! -Records du monde -Es-tu en forme ? -Ma page perso -Passons à l'action ! -Au programme -As-tu du stress dans la vie ? -D'où vient le stress ? -Activités parascolaires -Des conseils</p>	<p>Textes : -J'aime ça ! -Quel passe-temps ? -De nouveaux clubs -Je t'invite ! -Un défi sans écrans -SOS ! -On a du talent -Vous êtes formidables ! -Musiciens célèbres -Des héros parmi nous</p>	<p>Textes : -On va au resto. -On fait une sortie. -J'ai des questions. -Une bonne cause -On s'amuse ! -Destination de rêve ! -On est prêt ! -En solde ! -Ta couleur, ta personnalité -Ma phobie -Je m'inscris -Candidats à succès</p>	<p>Textes : -Au centre commercial -Perdus et trouvés -Au secours ! -J'ai besoin d'aide ! -Où suis-je ? -On vous invite ! -Course en ville -On est connecté ? -A l'affiche ! -Quel film ? -On s'exprime</p>
<p>Curricular competency -seek clarification of meaning</p>	<p>Students have multiple opportunities in which they will seek clarification using a variety of strategies throughout all of the modules</p>			

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<p>Content: - an increasing range of commonly used vocabulary and sentence structures for communication in past, present, and future timeframes: - various types of questions -sequences of events -degrees of like and dislikes -hopes, dreams, desires, ambitions -opinions about familiar topics</p>	<p>Oral language is infused throughout all of the modules. Activities include: Module 1: On reste en bonne santé ! -express a preference -give reasons for their choice -make comparisons -make plans with a friend -talk about the benefits of school activities -talk about ways to reduce stress -persuade others to join an activity -express personal health goals -give suggestions for dealing with stress</p>	<p>Module 2: On se prépare pour l'avenir ! -express preferences and give reasons -talk about pastimes and explain why we might enjoy a new pastime -give reasons for joining an activity -invite someone to join an activity -give encouraging feedback and suggestions -make a plan for attaining a goal -set goals and plan steps to achieve them -express admiration</p>	<p>Module 3: On s'informe! -make choices and describe costs when planning an outing -talk about weather and transportation when planning an outing -suggest an activity for an outing -suggest a volunteer activity -talk about date, length, and time of an excursion -express joy and disappointment</p>	<p>Module 4: On s'organise! -describe locations and actions in sequence -identify and describe objects and their locations -ask for and offer help to look for something -ask for help and give descriptions and personal details -give directions and identify various locations in a city</p>
<p>Curricular Competency: -express themselves with increasing fluency, both orally and in writing</p>	<p>-explain why an activity does or does not interest them</p>	<p>-describe people's accomplishments -discuss and promote a choice with evidence</p>	<p>-talk about clothing and equipment for an excursion -talk about money and make a purchase -describe fears and pet peeves -talk about accomplishments</p>	<p>-issue and accept or refuse an invitation -give and follow directions and confirm understanding -clarify our understanding -identify and describe different genres of film -use information to formulate a preference -express our preferences and give an explanation</p>
<p>Content: -communication in past, present, and future time frames: -various types of questions -sequences of events -degrees of likes and dislikes</p>	<p>-students are learning to: -describe foods -describe the benefits of routines and wellness -make suggestions -express frequency and quantity</p>	<p>-students are learning to: -describe their interests and speak about places where they can volunteer -describe volunteer tasks -describe their qualities -talk about strengths and part-time jobs -state their availability for a job and interact politely</p>	<p>-students are learning to: -describe themselves and their family, and where they live -describe their home, bedroom and location -express agreement or disagreement about outings -request and give information about outings -describe activity preferences and give reasons</p>	<p>-students are learning to: -describe their obligations at home -express feelings about family commitments -reach a compromise -describe the characteristics of travel destinations and comment -offer suggestions in response to circumstances -give a suggestion about places to visit</p>

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-hopes, dreams, desires, ambitions				
<p>Content: -lives of Francophone Canadians and their contributions to society</p>	<p>CULTURE Mon réseau, ma vie 2 Culture capsules and culture information (the latter available only digitally) are found in every context of every module. These capsules serve as a starting point to help students make links between their own culture and the cultures found in various francophone regions in Europe. Listening, speaking, reading, and writing activities are provided in the teaching notes to help students accomplish this successfully</p>			
<p>Curricular competencies: -recognize connections between language and culture -recognize that language and culture have been influenced by the interactions of First Peoples and Francophone communities in Canada -explore the importance of story in personal, family, and community identity -engage in experiences with Francophone communities and people</p>	<p>Module 1: On reste en bonne santé! -learning about languages in Luxembourg -learning about a music festival in La Rochelle, France -learning about hockey in France -learning about school in France</p>	<p>Module 2: On se prépare pour l'avenir ! -learning about UNICEF -learning about a Canadian / Belgian artist -learning about Belgium -learning French in Canada -applying interview tips for second language users</p>	<p>Module 3: On s'informe ! -learning about green initiatives in Luxembourg City -Learning about Swiss inventions -learning about Swiss yodelling -noticing differences in conventions for times and prices -identifying expressions needed to interact with sales people -following the socio-linguistic norms of speaking with sales people -filling in an application form</p>	<p>Module 4: On s'organise! -learning about family traditions and family traditions in France -learning about the Cannes Film Festival -reading French or Belgian websites for travel information -learning about leisure sports in Switzerland -learning about Belgian chocolate</p>

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	<p>-Examples of resources and culture weblinks:</p> <ul style="list-style-type: none"> -L'école en France -Apprendre le Luxembourgeois -Le hockey en France -L'école au Luxembourg -Les Francofolies de Montréal -La Ligue Magnus 	<p>Examples of resources and culture weblinks:</p> <ul style="list-style-type: none"> -Le français dans le monde -Les belges célèbres -Le tourisme en Wallonie -Pourquoi est-il important d'être bilingue au Canada ? 	<p>Examples of resources and culture weblinks:</p> <ul style="list-style-type: none"> -Rhones-Alpes, France -Decouvrez Neuchatel -Les langues en Suisse 	<p>Examples of resources and culture weblinks:</p> <ul style="list-style-type: none"> -Bruxelles en video -Tim Hortons Jour des camps -Les repas en France -Chocolat Story -La chocolaterie artisanale belge
	<p>Throughout all of the modules:</p> <ul style="list-style-type: none"> - make connections and compare one's cultural knowledge and experiences to learning about French-speaking communities -demonstrate an understanding of the sociolinguistic conventions used in diverse French-speaking communities 			