**Big Ideas**

| BC Curriculum Grade 9 | Module 1  
On est en forme! | Module 2  
On est capable! | Module 3  
On part à l’aventure! | Module 4  
On se débrouille! |
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<tr>
<td><strong>This program helps learners express needs and identify preferences in authentic, real-life situations. 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. 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.</strong></td>
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| **This program is well designed and fits very well with the First Peoples Principles of Learning:**  
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. |

| Listening and viewing with intent strengthens our understanding and acquisition of French. | Listen to snack requests (Contexte A, Lesson 3), listening to menu choices (Contexte A, Lesson 5), listening to friends plan snacks, proposing activities to a new student.  
**Listen to understand:** Listen to menu choices  
**Listen to interact:** Planning an order / Describing relaxation techniques (Contexte C, Lesson 35)  
**Visual texts:** Throughout the module  
**Audio texts:** throughout  
**Video:** View a video about Francophones in the Americas (Contexte B, Lesson 22), listen to Creole expressions (Contexte B, Lesson 17) | Listen to an on-line conversation.  
Listen to invitations (Contexte A, Lesson 3)  
**Listen to interact:** Listen to school announcements in order to make choices. Listen to why teens want to do an activity. (Contexte A, Lesson 3)  
Listen to make cultural connections.  
**Visual texts:** Throughout the module  
**Audio texts:** Contexte A, Lesson 7  
**Video:** Listen to a video about exceptional Canadians. | Listen to a conversation, a song, a video.  
**Listen to understand:** Respond in a role play about store purchases.  
**Listen to interact:** Ask for information in Mont-Tremblant. (Contexte B, Lesson 20)  
**Listen to interact:** Ask for information at a tourist bureau. (Contexte B, Lesson 20)  
**Visual texts:** throughout  
**Audio texts:** throughout  
**Video:** Listen to Zouk music.  
**Video:** Listen to a video about future plans. | Listen to a conversation, phone messages, ad responses.  
**Listen to interact:** Talk about locations in a mall, report a lost item, compare cultural dance forms.  
Share viewpoints about technology.  
**Visual texts:** throughout the module  
**Audio texts:** throughout the module  
**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. |

| We can have meaningful conversations about things that are important to us in French. | Students use speaking strategies to communicate and engage in guided spoken interactions with gradual release.  
**Speaking to communicate:** role-play a conversation with parents. (Contexte B, Lesson 19) | Students use speaking strategies to communicate clearly and coherently producing rehearsed and increasingly spontaneous messages.  
**Speaking to communicate:** survey reasons for preferred activities, leave a students continue to use speaking strategies to communicate effectively and speak with a smooth pace and appropriate intonation and accurate pronunciation.  
**Speaking to communicate:** place an order (Contexte A, Lesson 3), invite a friend on an | Students use speaking skills to describe needs while increasing their vocabulary in a variety of social contexts.  
Speaking to communicate: talk about visit to a mall (Contexte A, Lesson 3), describe a lost object (Contexte A, Lesson 15), chose a movie to |

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|----------------------|----------------------|----------------------|----------------------|----------------------|
| -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. | voice mail message (Contexte A, Lesson 5), suggest an activity (Contexte A, Lesson 7), participate in a radio phone-in show (Contexte C, Lesson 27)  
**Speaking to interact:** Ask for help and offer advice. Talk about musical preferences, make an oral on-line comment. (Contexte C, Lesson 33)  
**Intercultural Understanding / Speaking:** students learn about zydeco music. (Contexte C, Lesson 31) | outing (Contexte A, Lesson 6), pitch a fundraiser idea to your class (Contexte C, Lesson 35).  
**Speaking to interact:** role playing store purchases, buying equipment in an adventure store, talk about aquatic sports.  
**Intercultural Understanding / Speaking:** students talk about aquatic sports in Martinique and Canada (Contexte B, Lesson 19) | watch with friends.  
**Speaking to interact:** invite someone to an event (Contexte B, Lesson 28), share viewpoints about technology use (Contexte B, Lesson 24, ask for assistance (Contexte A, Lesson 11).  
**Intercultural Understanding / Speaking:** compare markets in Canada and the Caribbean (Contexte B, Lesson 20). |
| Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.  
**Contexte A:**  
-Des témoignages  
-Descettes  
-Desc messages numériques et téléphoniques  
-un site Web de partage d’images.  
**Contexte B:**  
-Des records mondiaux  
-Un site Web d’information santé  
-Une page personnelle sur les réseaux sociaux  
-Une histoire en images  
-Une programmation d’activité  
**Contexte C:**  
-Un sondage  
-Un article de magazine  
-Un calendrier  
-Des courriels | Stories (and informative texts):  
**Contexte A:**  
-Des témoignages  
-Une jeu-questionnaire  
-Des affiches  
-Des messages et une conversation numériques  
**Contexte B:**  
-Une affiche et des messages sur les réseaux sociaux  
-Un forum Web et un agenda  
-Une histoire en images  
**Contexte C:**  
-Des messages d’admirateurs  
-Des cartes biographiques  
-Des articles de journaux | Stories (and informative texts):  
**Contexte A:**  
-Des critiques de restaurant  
-Un menu  
-Des prévisions météo, une carte des transports en public et le site Web d’une attraction touristique  
-Un forum Web  
-Une histoire en images  
**Contexte B:**  
-Le site Web d’une attraction touristique  
-Des critiques en ligne  
-Des courriels  
-Une circulaire de magasin d’aventure  
**Contexte C:**  
-Un article de magazine  
-Un formulaire d’inscription  
-Des profils de candidats | Stories (and informative texts):  
**Contexte A:**  
-Le plan d’une ville  
-Des invitations  
-Un jeu de société  
-Un texte narratif  
**Contexte B:**  
-Le site Web d’un cinéma  
**Contexte C:**  
-De l’information sur les jeux de société  
-Une histoire en images |

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Grade 9 – British Columbia FSL Curriculum Correlation and *Mon réseau, ma vie 1*

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<th>Module 4 <em>On se débrouille!</em></th>
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<tr>
<td>Francophone creative works are an expression of Francophone culture.</td>
<td>Contexte A: -talking about plantain and other banana snacks -writing a comparison between your typical menu and a Caribbean youth’s typical menu.</td>
<td>Contexte A: -learning about Cajun music festivals.</td>
<td>Contexte A: -comparing Haitian and Canadian schools -comparing meals linked to cultural heritage</td>
<td>Contexte A: -comparing cultural dance forms in the Antilles and Canada</td>
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<td>Acquiring French provides opportunities to explore our own cultural identity from a new perspective.</td>
<td>Contexte B: -viewing a video about Francophones in the Americas. -comparing the French and Creole languages</td>
<td>Contexte B: -comparing the popularity of soccer in Haiti and Canada.</td>
<td>Contexte B: -talking about aquatic sports in Martinique and Canada</td>
<td>Contexte B: -comparing markets in the Caribbean islands and Canada</td>
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<td>-read to make connections and compare one’s cultural knowledge and experiences to new learning about French-speaking communities. (compare French and Creole: Contexte B, Lesson 17) -demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</td>
<td>-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 zydeco music: Contexte C, Lesson 31) -demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</td>
<td>-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: Contexte A, Lesson 10) -demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</td>
<td>-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) -demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</td>
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Grade 9 – British Columbia FSL Curriculum Correlation and *Mon réseau, ma vie* 1

**Grade 9 Learning Standards**

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<tr>
<td><strong>Content</strong></td>
<td>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.</td>
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### Grade 9 – British Columbia FSL Curriculum Correlation and Mon réseau, ma vie 1

#### Grade 9 Learning Standards

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<tr>
<td><strong>Content:</strong></td>
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<td>On se débrouille!</td>
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<tr>
<td>-elements of common types of texts</td>
<td>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 infused throughout all of the modules. Activities include: -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 -make encouraging feedback and suggestions -make a plan for attaining a goal</td>
<td>-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 -make encouraging feedback and suggestions -make a plan for attaining a goal</td>
<td>-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</td>
<td>-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</td>
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<td>-common elements of stories</td>
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<td><strong>Curricular competencies:</strong></td>
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<td>-narrate stories</td>
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<td>-recognize the importance of story in personal, family, and community identity</td>
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<td><strong>Text types include:</strong></td>
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<td>-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.</td>
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Students have multiple opportunities in which they will seek clarification using a variety of strategies throughout all of the modules.
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| - comparing and contrasting  
- sequencing events  
- expressing simple needs  
- expressing opinions  | - express personal health goals  
- give suggestions for dealing with stress  
- explain why an activity does or does not interest them | - set goals and plan steps to achieve them  
- express admiration  
- describe people’s accomplishments  
- discuss and promote a choice with evidence | - talk about date, length, and time of an excursion  
- express joy and disappointment  
- talk about clothing and equipment for an excursion  
- talk about money and make a purchase  
- describe fears and pet peeves  
- talk about accomplishments | - 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 |

**Curricular Competency:**
- exchange ideas and information using complete sentences, orally and in writing:
  - ask and respond to questions on familiar topics
  - describe people, objects, places, and personal interests
  - compare and contrast characteristics of people, objects, places, and personal interests
  - describe sequence of events
  - express simple needs in familiar situations
  - express opinions on familiar topics

**Content:**
- past, present, and future timeframes

Throughout all of the modules students interact in context following the gradual release of responsibility model and use timeframes appropriate to each context for the interaction. This approach allows teachers to gradually release responsibility to students as they develop language competencies and enhance their confidence through the use of modeling, shared practice, and guided practice.

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<td>-viewing a video about Francophones in the Americas</td>
<td>-learning about zydeco music</td>
<td>-talking about aquatic sports in Martinique and Canada</td>
<td>-reading about the French presence in the New England states</td>
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<td>Curricular competencies:</td>
<td>-comparing the French and Creole languages</td>
<td>-listening to a variety of expressions for greetings and taking leave</td>
<td>-listening to zouk music</td>
<td>- Examples of resources and culture weblinks:</td>
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<tr>
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<td>-listening to Creole expressions</td>
<td>-learning about cultural differences in texting and writing email messages</td>
<td>-noticing differences in conventions for times and prices</td>
<td>-La légende de Rougarou</td>
</tr>
<tr>
<td></td>
<td>-Examples of resources and culture weblinks:</td>
<td></td>
<td>-identifying expressions needed to interact with sales people</td>
<td>-Cours de danse antillaise</td>
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<td>-Le fruit le plus populaire du monde</td>
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<td>-following the socio-linguistic norms of speaking with sales people</td>
<td>-Photos du marché de Sainte-Anne</td>
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|                       | -Qu’est-ce que les ados antillais mangent? | | -filling in an application form | |}

Throughout all of the modules:  
- 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

Examples of resources and culture weblinks:  
- Buckwheat Zydeco - Hey Ma Petite Fille  
- FIFA - Fédération Haïtienne de football  
- Les Nuits Cajun et Zydeco - Bonsoir Catin

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