

## *Points de connexion* – Correlations to Ontario Catholic School Graduate Expectations

TG = Teaching Guide  
SR = Student Resource

	<i>Unité 1 On s'entend bien!</i>	<i>Unité 2 A mon avis...</i>	<i>Unité 3 Mes besoins, mes souhais</i>	<i>Unité 4 J'examine les faits</i>
<b>A Discerning Believer Formed in the Catholic Faith Community</b>	<p>SR pp. 24-25, <i>Engagement social</i>: Notre Dame high school supports a charitable organization.</p> <p>Part B, Lesson 4 Goal: Express regret. Apologize formally.</p> <p>Part B, Lesson 4, Video (<i>Encore en retard</i>): Two teenage boys describe how their friend is frequently late. Extensions include writing a letter of apology in a new format, research expressions for expressing regret, reviewing rules of good sportsmanship.</p> <p>Part B, Lesson 6 Goal:</p>	<p>SR pp. 54-55, <i>Présente ton point de vue</i>: The environmental club at École Secondaire Sainte-Anne sends a letter to the principal requesting a ban on plastic water bottles in school.</p> <p>Part A, Lesson 6, inside/outside circle activity: Students agree or disagree with a comment and explain why.</p> <p>Part A, Lesson 6, <i>Fiche d'activité 21 (Au choix)</i>: Students have a choice of learning centres where they practise expressing agreement or</p>	<p>In this unit, students discuss the importance of needs versus wants through topics such as shopping and recycling.</p>	<p>The importance of a healthy, balanced lifestyle is depicted throughout the unit.</p> <p>Part B, Lesson 3, <i>Fiches d'activité 34a, b, c (Des solutions)</i>: Write a persuasive text about issues related to climate change.</p>

	Use empathy to resolve a conflict.	disagreement.		
	<b>Unité 1</b> <b>On s'entend bien!</b>	<b>Unité 2</b> <b>A mon avis...</b>	<b>Unité 3</b> <b>Mes besoins, mes souhaits</b>	<b>Unité 4</b> <b>J'examine les faits</b>
<p><b>An Effective Communicator</b></p> <p>Cultural Connections (Connexion Culture, Intercultural Awareness) are an explicit component in every unit. Suggestions to support Cultural Awareness are provided in margin notes throughout every unit.</p> <p>“Points de connexion supports students’ development of the linguistic skills required to interact appropriately within a given context.” (Program Overview p. 46)</p> <p>“Points de connexion supports (interaction across cultures) engaging students with cultural information that increases their intercultural awareness.” (Program Overview p. 46)</p> <p>Learning Outcomes are written as can-do statements.</p> <p>The Sociolinguistic Conventions promote effective and appropriate conversation. (Program Overview p. 23)</p>	<p>Learning Goals : <i>Je pose des questions pour connaître les autres.</i> <i>Je considère les sentiments des autres quand je communique.</i> <i>Je fais des liens entre Madagascar et le Canada.</i></p> <p>SR pp. 6-7, <i>Un visiteur qui vient de loin</i> : Group of students welcome someone from Madagascar.</p> <p>SR p. 17, <i>En ligne ou en personne?</i> Communicating appropriately for different situations.</p> <p>SR p. 19: Formal and informal letter writing.</p> <p>SR p. 20: Appropriate use of emoticons (<i>binettes</i>).</p> <p>SR p. 29: Write a text about good communication.</p> <p>SR pp. 118-119, <i>Carte du monde, Pays et régions où</i></p>	<p>Learning Goals : <i>J’exprime mes préférences et je donne mes raisons.</i> <i>J’exprime mon opinion et je donne mes raisons.</i> <i>Je considère les opinions des autres.</i></p> <p>SR p. 31 : <i>Je fais des liens entre le Sénégal et le Canada.</i></p> <p>SR p. 34, <i>Connexion Culture</i>: Explanation of Bollywood.</p> <p>SR pp. 50-51: Comparisons of Senegal and Kapuskasing, of Mississauga and Sturgeon Falls.</p> <p>SR p. 52, <i>Ton avis, s’il te plaît</i>: Text conversation among friends showing understanding and encouragement.</p> <p>SR pp. 54-55: Demonstrates a respectful way of presenting 2 differing</p>	<p>Learning Goals : <i>J’exprime mes besoins et mes souhaits.</i> <i>Je fais des suggestions.</i> <i>Je considère les suggestions des autres.</i> <i>Je fais des liens entre le Vietnam et le Canada.</i></p> <p>Context/Topic : Comparing transportation needs in Canada and Vietnam.</p> <p>Sociolinguistic Conventions: How to thank someone for a gift (Part A, Lesson 5); how to ask for more information in a public place (Part B, Lesson 4).</p> <p>SR p. 64, <i>Connexion Langue</i> : <i>Quelles expressions peux-tu utiliser pour parler poliment à un employé de magasin?</i></p> <p>SR p. 75, <i>Pow-wow</i> : <i>célébration des traditions</i> : <i>Les invités à</i></p>	<p>SR p. 89 : <i>Je fais des liens entre le Liban et le Canada.</i></p> <p>SR pp. 116-117, <i>Point de connexion</i> : Students given choice and suggestions to be successful (e.g. <i>Demande à tes amis de répéter ou de clarifier une idée si tu ne comprends pas</i>).</p> <p>SR pp. 128-129 : Sentence starters for appropriate talk (<i>pour donner mes impressions, pour tirer des conclusions après avoir examiné les faits, pour parler de situations d’urgence</i>).</p> <p>Part A, Lesson 9, <i>Fiche d’activité 25 (Quoi faire?)</i> : Text depicting one student’s concern about her friend’s lifestyle.</p>

<p>Self-assessment <i>fiches</i> :  <i>Je réfléchis sur les cultures.</i>  <i>Je réfléchis sur les langues.</i></p>	<p><i>le français est important.</i></p> <p>SR p. 120, <i>Stratégies orales</i> :  <i>Avant – Je pense à mon auditoire.</i>  <i>Pendant – Je choisis des expressions faciales appropriées.</i></p> <p>SR p. 121, <i>Stratégies d'écriture</i> :  <i>Je pense aux destinataires de mon message.</i>  <i>J'utilise des modèles pour m'inspirer.</i></p> <p>SR pp. 122-123 : Sentence starters for appropriate talk (<i>pour remercier, pour m'excuser, pour exprimer l'empathie, pour bien s'entendre, pour résoudre un conflit, pour parler de mes préférences</i>).</p> <p>Unit 1A, Lesson 4, <i>Fiches d'activité 11a, b, c, d (Une lettre de présentation)</i> :  Four corners activity where students imagine choosing an exchange partner from another province or country.</p> <p>Unit 1A, Lesson 6 Goal :  Use others' preferences and interests to explain</p>	<p>points of view (regarding the use of water bottles at Sainte-Anne Secondary School).</p> <p>SR pp. 124-125 :  Sentence starters for appropriate talk (<i>pour exprimer mes préférences, pour donner mon opinion, pour exprimer mon opinion, pour donner des raisons, pour comparer, pour donner des suggestions</i>).</p> <p>Part B, Lesson 1: Role-playing activities for practising polite talk and appropriate register.</p> <p><i>Video (Place à la ville)</i>: A teenage boy reassures his friend about moving to another city.</p>	<p><i>un pow-wow doivent donc être très respectueux.</i></p> <p>SR p. 75, <i>Connexion Culture</i>: Students asked to make links to whom they show respect.</p> <p>SR pp. 80-81, <i>Bonjour Vietnam</i>.</p> <p>SR pp. 126-127 :  Sentence starters for appropriate talk (<i>pour exprimer un souhait, pour exprimer une nécessité, pour clarifier les besoins et les souhaits, pour parler à un(e) employé(e) de magasin</i>).</p> <p>Part B, Lesson 2,  Listening text (<i>Une expérience inoubliable</i>): A student shares his experience attending a pow-wow.</p> <p>Part B, Lesson 2 Goal:  Show respect for others when at a cultural event.</p> <p>Part B, Lesson 5 Goal:  Express non-negotiable needs and expectations.</p>	
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	<p>their decisions.</p> <p>Unit 1A, Lesson 7 Goal: Express gratitude.</p> <p>Unit 1A, Lesson 8 Goal: Talk about relationship problems and solutions.</p> <p>Unit 1A, Lesson 9 Goal: Describe the pros and cons of a proposed solution.</p> <p>Part B, Lesson 4: Identify language around conflict and apology.</p>			
	<b>Unité 1</b> <b>On s'entend bien!</b>	<b>Unité 2</b> <b>A mon avis...</b>	<b>Unité 3</b> <b>Mes besoins, mes souhaits</b>	<b>Unité 4</b> <b>J'examine les faits</b>
<p><b>A Reflective, Creative and Holistic Thinker</b></p> <p>Every unit has a <i>Mise au Point</i> section where students and teachers have a choice of which questions to answer/activities to do.</p> <p>Program Overview : The section on differentiation (pp. 25-27) explains how students can be challenged and/or supported in every unit. It also explains how this resource is appropriate for both Grade 9 academic and applied streams.</p>	<p>SR p. 17, Survey : <i>Il est important de choisir le mode approprié à chaque situation et de faire un choix raisonnable et respectueux.</i></p> <p>SR p. 21, <i>Comment régler un conflit.</i></p> <p>SR p. 120, <i>Stratégies d'écoute : Avant – J'utilise mes expériences personnelles et mes connaissances pour faire des prédictions. Après – J'exprime mes idées.</i></p>	<p>Learning Goals: <i>J'exprime mes préférences et je donne des raisons</i> <i>J'exprime mon opinion et je donne des raisons.</i></p> <p>SR p. 44, <i>Donnez votre opinion en ligne</i> (about restaurants).</p> <p>SR p. 48, <i>Exprime ton opinion</i>: United Nations report on the best places to live in the world.</p> <p>Part A, Lesson 7, Listening Text (<i>Votre</i></p>	<p>Learning Goal: <i>Je trouve des solutions aux problèmes.</i></p> <p>SR p. 64, Financial literacy/responsibility: Buying shoes online or not; do research first.</p> <p>Part A, Lesson 3, Listening Text (<i>Une décision difficile</i>): Several scenarios of teenagers discussing needs versus wants while shopping.</p> <p>Part A, Lesson 4, Listening Text (<i>Vos</i></p>	<p>Learning Goals: <i>Je décris les aspects positifs et négatifs d'une expérience.</i> <i>Je reconnais des problèmes.</i> <i>Je considère les faits.</i> <i>Je tire des conclusions.</i></p> <p>SR p. 113, <i>Connexion PERSO : Les cyclistes ont pris de mauvaises décisions. Peux-tu les nommer?</i> (discussing poor choices)</p> <p>SR pp. 100-101, <i>Mise au point</i> : Offers choice and suggestions for success (e.g. <i>Sois respectueux des membres de ton groupe quand c'est leur tour.</i></p>

<p>P. 28: “In addition to the differentiated activities and assessment options that can support English Language Learners, this program supports them by providing texts that represent a variety of cultures....providing opportunities where they may be in a position of expertise in sharing their language and experiences.”</p>	<p>Part B, Lesson 6, <i>Fiche d'activité 39 (Des conflits)</i> : Students role-play reactions to emotions.</p>	<p><i>opinion, s'il vous plaît</i>): Students discuss cafeteria food with principal.</p> <p>Part B, Lesson 6, <i>Fiche d'activité 53 (Analyse de ma ville)</i>: Students create a chart listing criteria to evaluate whether a certain city is a good place to live.</p> <p>Part B, Lesson 7, <i>Fiches d'activité 56a, b (Les avantages d'une ville)</i>: Prioritizing the advantages in a community.</p> <p>Part B, Lesson 9, Listening Text (<i>Passons à l'action</i>): Teens explain why they are creating various petitions.</p>	<p><i>conseils, s'il vous plaît</i>): Teens discuss financial responsibility if buying online.</p> <p>Part A, Lesson 6, Listening text (<i>Je l'ai laissé où?</i>): With the help of others, Eric looks for the school bag he has lost.</p> <p>Part A, Lesson 6, <i>Fiche d'activité 21a (J'ai un problème. Aide-moi!)</i>: Partners respond to a problem with appropriate empathy.</p> <p>Part A, Lesson 8, Game (<i>Veux-tu l'acheter?</i>): Financial responsibility, students have \$10.00 to spend.</p> <p>Part B, lesson 6, Video (<i>Une fin de semaine en pleine nature</i>): Two girls talk about needs and obligations when packing for a school trip.</p>	<p>Part A, Lesson 8, <i>Fiche d'activité 21 (La nature me fait du bien)</i> : students write a response to <i>Le déficit de nature</i> (SR p. 97).</p>
	<p><b>Unité 1</b> <b><i>On s'entend bien!</i></b></p>	<p><b>Unité 2</b> <b><i>A mon avis...</i></b></p>	<p><b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b></p>	<p><b>Unité 4</b> <b><i>J'examine les faits</i></b></p>
<p><b>A Self-Directed, Responsible, Lifelong Learner</b></p>	<p>SR pp. 14-15, <i>Suggestions pour t'aider</i>: Students</p>	<p>SR p. 32, <i>Connexion Stratégies</i>: Students are</p>	<p>SR pp. 84-84, <i>J'ai appris, Mes habiletés</i>: Students</p>	<p>SR pp. 114-115, <i>J'ai appris, Mes habiletés</i>: Students express what</p>

<p>Program Overview :</p> <p>P. 11: <i>Connexion Stratégies</i> helps enhance student comprehension (found throughout SR).</p> <p>P. 12: <i>J'ai appris</i> section allows students to identify their areas of greater and lesser strengths before they undertake the Assessment of Learning activities. The Learning and Lesson Goals are reframed in this section as <i>Je peux</i> statements.</p> <p>The <i>Point de connexion</i> section in each unit allows for all levels of difficulty/challenge. Students have a choice and suggestions for helping oneself are provided.</p> <p>The <i>Glossaire</i> (pp. 130-153) is written in a way that's inclusive and allows all students to succeed.</p>	<p>receive ideas to help them be successful.</p> <p>Unit 1A, Lesson 7, Listening Text (<i>Je te remercie</i>): Varying examples of people saying thank you.</p> <p>Unit 1A, Lesson 7, <i>Fiche d'activité 16 (Un merci original)</i>: Students select a role (RAFT activity) to direct a thank you.</p> <p>SR p. 120, <i>Stratégies d'écoute</i> :  <i>Pendant – Je fais des liens avec mes expériences personnelles.</i>  <i>Après – Je me donne des objectifs pour améliorer.</i></p> <p>SR p. 121, <i>Stratégies de lecture</i> :  <i>Avant – J'utilise mes expériences personnelles et mes connaissances pour faire des prédictions.</i>  <i>Pendant – Je fais des liens avec mes expériences personnelles.</i></p>	<p>asked to describe strategies they use to learn.</p> <p>SR pp. 57: Students identify what they do well and recognize their abilities using Can-do statements.</p> <p>Part A, Lesson 8, Text Exploration, Making Connections: Students make connections to text by saying what they eat for meals and whether their food choices are healthy.</p> <p>Part A, Lesson 8, Listening Text (<i>Comment mener une vie saine</i>), <i>Fiches d'activité 29a, b, c</i>: Students listen to a nurse speak about healthy living and then apply what they learn to four teens.</p> <p>Part A, Lesson 9, <i>Fiches d'activité 32a, b (Mon horaire)</i>: Students role-play how they can improve their lifestyle.</p> <p>Part B, Lesson 3, <i>Fiche d'activité 44 (Compare les boissons)</i> : Using text on</p>	<p>express what they can do well.</p> <p>Part B, Lesson 6, Closing the Text Exploration activity: Students prepare a list of rules or tips for next year's Grade 9 students.</p>	<p>they can do well.</p> <p>Part B, Lesson 5, <i>Fiche d'activité 38 (Quoi faire?)</i>: Informational text about what to do in emergency situations.</p> <p>Part B, Lesson 7, Closing the Text Exploration activity: Create an emergency preparedness kit in groups.</p>
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		<p>SR p. 46 to compare ingredients.</p> <p>Part B, Lesson 4, <i>Fiche d'activité 48 (Compare les desserts)</i>: Students discuss the importance of comparing ingredients.</p> <p>Part B, Lesson 8, <i>Fiche d'activité 59 (Comparons les contextes)</i> : Venn diagram for comparing two cities.</p>		
	<b>Unité 1</b> <b><i>On s'entend bien!</i></b>	<b>Unité 2</b> <b><i>A mon avis...</i></b>	<b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b>	<b>Unité 4</b> <b><i>J'examine les faits</i></b>
<p><b>A Collaborative Contributor</b></p> <p>Program Overview P. 13: Reference Tools support student success (<i>Stratégies, Pour communiquer, Glossaire, Carte du monde</i>).</p>	<p>Learning Goals : <i>Je pose des questions pour connaître les autres.</i> <i>Je considère les sentiments des autres quand je communique.</i></p> <p>Program Overview p. 17: <i>Un peu plus</i> (eText) challenges students by introducing them to the function of negotiating differences. P. 17 Differentiated <i>fiches</i> available in the student eText.</p> <p>Unit 1A, Lesson 3, <i>Fiche d'activité 9 (Que de questions!)</i>: Inside/outside circle</p>	<p>Learning Goal : <i>Je considère les opinions des autres.</i></p> <p>Part A, Lesson 4 Goal : Find out about others' sports and leisure preferences.</p> <p>Part A, Lesson 3, <i>Fiche d'activité 10 (Trouve un compromis)</i> : Students recommend a compromise as a solution.</p>	<p>Learning Goal : <i>Je considère les suggestions des autres.</i></p> <p>Context/Topic : Talking about rules and regulations.</p> <p>Part A, Lesson 7 Cooperative activity (Stay and Stray): Modified gallery walk.</p> <p>Part A, Lesson 8, Listening Text (<i>Les choix ne sont pas toujours faciles!</i>): Three scenarios of people compromising about what to keep, sell or give away.</p>	<p>Context/Topic : Talking about spirit week activities promoting healthy living.</p> <p>Part A, Lesson 7, <i>Fiches d'activité 19a, b (Relève le défi : jeux et activités)</i> : Cooperative games for students.</p>

	<p>activity for getting to know someone.</p> <p>SR pp. 12-13, <i>Il y a toujours une solution</i>: Depicts two brothers compromising about having to share a room.</p> <p>SR p. 18, <i>Avoir un esprit sportif</i>: Criteria for good sportsmanship.</p> <p>Unit 1A, Lesson 3: Brainstorm situations where people need to work together respectfully in groups.</p> <p>Unit 1A, Lesson 3: Images of good and bad team behaviour from digital image bank.</p> <p>Unit 1A, Lesson 3, <i>Fiche d'activité 28 (Des scénarios)</i>: Match rule of sportsmanlike behaviour with situation/problem listed.</p> <p>Part B, Lesson 4, Listening Text (<i>Deux amies</i>): Two friends discuss a problem about working as partners on a project.</p>		<p>Part B, Lesson 2: Write a set of guidelines for an event they know well (e.g. wedding, theatre, arena, school assembly).</p> <p>Part B, Lesson 5, <i>Fiche d'activité 45 (Pour prendre l'avion)</i>: Review rules about flying.</p> <p>Part B, Lesson 5, Extension : Design two symbols for classroom rules (positive/negative).</p> <p>Part B, Lesson 7, <i>Fiches d'activité 50a – e (On s'informe)</i>: Cooperative jigsaw activity about Vietnam.</p> <p>Part B, Lesson 8 Goal: Compromise on items sold in a garage sale.</p>	
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	<p>Part B, Lesson 4, <i>Fiche d'activité 30 (Jeu de rôles)</i>: Students create and role-play a conversation about a problem concerning sportsmanship.</p> <p>SR page 23, <i>Ensemble, on réussit</i>: A music group works together to be successful.</p> <p>SR p. 120, <i>Stratégies d'écoute</i> :  <i>Pendant – J'écoute activement; J'observe les règles de politesse.</i>  <i>Après – Je réfléchis au message du texte.</i></p> <p>SR p. 121, <i>Stratégies d'écriture</i> :  <i>Pendant – Je demande à un(e) ami(e) de vérifier mon texte.</i>  <i>Après – Je demande des suggestions pour m'améliorer.</i></p>			
	<b>Unité 1</b> <b><i>On s'entend bien!</i></b>	<b>Unité 2</b> <b><i>A mon avis...</i></b>	<b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b>	<b>Unité 4</b> <b><i>J'examine les faits</i></b>
<p><b>A Caring Family Member</b></p> <p>Each unit has two parts: Part A centres on the student (<i>le moi</i>); Part B invites students to look beyond themselves to local and</p>	<p>SR p. 9: Definition of biodiversity and the problem of deforestation in Madagascar.</p> <p>Unit 1A, Lesson 1,</p>	<p>SR pp. 33, 35: Encourages physical activity (taking care of the body given to you by God).</p>	<p>Part A, Lesson 7, <i>Fiche d'activité 23 (Facile de recycler son cell)</i>: Students discuss their devices and what they do with them when they</p>	<p>SR p. 96, Objectif : <i>Bonne santé</i> (good eating habits, exercise, relaxation, human contact, balanced lifestyle).</p> <p>SR pp. 98-99: Survey about</p>

<p>global issues.</p> <p>Program Overview p. 46: <i>Points de connexion</i> offers a variety of cultural texts that speak to the diversity within and among cultures.</p>	<p>Listening text (<i>En famille</i>): Father, sister and brother compromise on an activity where they can spend time together.</p> <p>Unit 1A, Lesson 5, Listening text (<i>Sylvano présente son pays</i>): Students compare countries using <i>Fiches d'activité 12a, b, c</i>.</p> <p>Part B, Lesson 5, <i>Fiche d'activité 33 (Qu'est-ce que l'empathie?)</i>: Students distinguish between people who are egotistical and those who are empathetic.</p> <p>Part B, Lesson 5, Listening text (<i>Mets-toi à ma place, s'il te plaît</i>): Conversation between two brothers where lack of empathy is causing a problem.</p> <p>Part B, Lesson 6: Develop language for conflict resolution using text on SR p. 21 (<i>À faire et à ne pas faire</i>).</p> <p>Part B, Lesson 9 Goal : Describe the benefits of giving to various</p>	<p>SR p. 34: Doing something as a family.</p> <p>SR p. 36: Family reunion.</p> <p>SR p. 40-41,46: Healthy lifestyle theme (<i>Qu'est-ce qu'une vie saine?</i>) and reading food labels</p> <p>SR p. 42: Choice of student activities includes an interview with a senior citizen.</p> <p>SR p. 45, <i>La santé animale</i>: Nutritional needs of pets (God's creation).</p> <p>SR pp. 50-51: Opinions on rural and urban living.</p> <p>SR p. 54: Letter from the environmental club.</p> <p>Part A, Lesson 3, Listening text (<i>Les plans pour la fin de semaine</i>): A family discusses what they'll do together this weekend.</p> <p>Part A, Lesson 5, Listening text (<i>Une fête pour Annick</i>): Friends plan a party, listening to each others' suggestions</p>	<p>replace them. (Linked to SR p. 57)</p> <p>Part A, Video (<i>Je le veux</i>): Two teens discuss needs versus wants regarding cellphones and their effect of the environment.</p> <p>Part B, Lesson 2, <i>Fiche d'activité 34 (Les règles)</i>: Students decide what event a rule is describing.</p>	<p>balanced lifestyle.</p> <p>SR p. 97, <i>Es-tu en manque de nature?</i>: Talks about the importance of spending time in nature.</p> <p>Part A, Lesson 2, Listening text (<i>L'autocueillette</i>): Excerpts from pick-your-own farms.</p> <p>Part A, Lesson 2, <i>Fiches d'activité 6a, b, c (Une excursion en famille)</i>: Students write about an imaginary family outing to buy and/or pick fruit or vegetables at a local farm.</p> <p>Part A, Lesson 7, Listening text (<i>La semaine santé à Bois-Joli</i>): School announcements about the healthy focus for the day.</p> <p>Part A, Lesson 7 Lesson Goal: Draw conclusions about healthy living.</p> <p>Part B, Lesson 3, Listening text (<i>Le changement climatique</i>): Announcement about climate change and the need to make changes.</p>
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	charities.	and coming up with a compromise.  Part A, Lesson 7: Learn to read nutritional labels on food.  Part A, Lesson 8, Setting the context: Students define healthy living by viewing images that show healthy and unhealthy lifestyles.  Part B, Lesson 2, Developing text exploration: Students agree or disagree with value statements such as <i>Il faut protéger tous les animaux.</i>  Part B, Lesson 5, Closing Text Exploration activity: Students write a comment about criteria for identifying a good city in which to live.		
	<b>Unité 1</b> <b><i>On s'entend bien!</i></b>	<b>Unité 2</b> <b><i>A mon avis...</i></b>	<b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b>	<b>Unité 4</b> <b><i>J'examine les faits</i></b>
<b>A Responsible Citizen</b>  Program Overview p. 26: "Good decision-making and strong autonomy on the part of the	SR p. 4: A young man talking about himself ( <i>J'aide avec les tâches ménagères le samedi matin</i> ).	Lesson Goal : Express opinions on water bottles. Agree or disagree with opinions on household	Context/Topic : Talking about the environmental impact of the cellphone.	Lesson Goals : Interpret facts and propose action on climate change. Compare environmental threats and propose solutions in Lebanon

<p>student begins with the classroom climate and sense of community.”</p>	<p>SR p. 24: Notre-Dame High School is choosing a charitable organization to support.</p> <p>SR p. 25 : Students are asked to consider the question <i>Que penses-tu de l'opinion suivante? Il faut commencer par aider les gens de notre communauté avant d'aider les gens ailleurs dans le monde.</i></p> <p>Unit 1A, Lesson 3, Connexion Culture: Suggests talking about traditions around greetings in other cultures they know.</p> <p>Part B, Lesson 9, Starting text exploration: Brainstorm ideas for what the school should do with money raised by the Défi-Rock competition.</p> <p>Part B, Lesson 9, <i>Fiche d'activité 49 (Quel organisme de charité?):</i> Students identify which charity might do activities listed on <i>fiche</i>.</p> <p>Part B, Lesson 9, <i>Fiche</i></p>	<p>chores for boys and girls. Give and opinion about the nutritional needs of pets.</p> <p>Context/Topic: Talking about countries with good quality of life.</p> <p>Part A, Lesson 3, Listening text (<i>Les boissons sucrées</i>): Students identify amount of sugar in different drinks.</p>	<p>Part A, Lesson 7, Closing the text exploration activity: Students create a text about recycling an item other than a cellphone.</p> <p>Part A, Lesson 7, Listening text (<i>Votre attention, s'il vous plaît</i>): The student council president announces a new charitable fundraiser through the recycling of old cellphones.</p> <p>Part A, Lesson 8, Extension: Holding a lunch hour yard sale with funds going to charity.</p> <p>Part B, Lesson 8, Listening text (<i>Au Vietnam à vélo</i>): Considerations when travelling in a foreign country.</p>	<p>and Canada.</p> <p>SR p. 104, <i>Des menaces réelles</i>: Describes world threats (e.g. effect of melting ice on polar bears; destruction of Amazon forest in Brazil; draught in Africa; floods in Bangladesh; air pollution in Peking; fires caused by dry winds and hot temperatures in Australia).</p> <p>SR pp. 106-107: Ontario maple trees and Lebanese cedar trees affected by global warming.</p> <p>Part A, Lesson 3, <i>Fiches d'activité 8a, b (Une bonne journée de pêche)</i> : Respecting rules about fishing.</p> <p>Part B, Lesson 4, <i>Fiche d'activité 36 (Un diagramme de Venn)</i> : Comparison of Canada and Lebanon.</p>
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	<p><i>d'activité 50 (Ma recherche)</i>: Students find basic information about a charity and its spending sources.</p> <p>Part B, Lesson 9, Listening text (<i>Faire du bénévolat</i>): Students explain why they like volunteering for Jeunesse Canada Monde.</p> <p>Part B, Lesson 9, Closing text exploration: Students describe a charity where they'd like to donate or volunteer and explain why.</p> <p>Part B, Lesson 9, Extension: Design a chart comparing two charities.</p>			
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### Points de connexion – Correlations to Ontario Catholic Social Teachings

	<i>Unité 1 On s'entend bien!</i>	<i>Unité 2 A mon avis...</i>	<i>Unité 3 Mes besoins, mes souhaits</i>	<i>Unité 4 J'examine les faits</i>
<p><b>1. Human Dignity</b></p> <p><b>Program Overview</b></p> <p>p. 46: “Points de connexion supports students’ development of the linguistic skills required to interact appropriately within a given context.”</p> <p>p. 23: The Sociolinguistic Conventions promote effective and appropriate conversation.</p> <p>pp. 25-27: The section on differentiation explains how students can be challenged and/or supported in every unit. It also explains how this resource is appropriate for both Grade 9 academic and applied streams.</p> <p>p. 13 : Reference Tools support student success (<i>Stratégies, Pour communiquer, Glossaire, Carte du monde</i>).</p> <p>Every unit has a <i>Mise au</i></p>	<p>Unit 1A, Lesson 7, Listening Text (<i>Je te remercie</i>): Varying examples of people saying thank you.</p> <p>Unit 1A, Lesson 7, <i>Fiche d’activité 16 (Un merci original)</i>: Students select a role (RAFT activity) to direct a thank you.</p>	<p>Part A, Lesson 6, <i>Fiche d’activité 21 (Au choix)</i>: Students have a choice of learning centres where they practise expressing agreement or disagreement.</p> <p>Part B, Lesson 1: Role-playing activities for practising polite talk and appropriate register.</p>	<p>Sociolinguistic Conventions: How to thank someone for a gift (Part A, Lesson 5); how to ask for more information in a public place (Part B, Lesson 4).</p> <p>SR p. 75, <i>Connexion Culture</i>: Students asked to make links to whom they show respect.</p>	<p>SR pp. 100-101, <i>Mise au point</i> : Offers choice and suggestions for success (e.g. <i>Sois respectueux des membres de ton groupe quand c’est leur tour</i>).</p>

<p>Point section where students and teachers have a choice of which questions to answer/activities to do.</p>				
	<p><b>Unité 1</b> <i>On s'entend bien!</i></p>	<p><b>Unité 2</b> <i>A mon avis...</i></p>	<p><b>Unité 3</b> <i>Mes besoins, mes souhaits</i></p>	<p><b>Unité 4</b> <i>J'examine les faits</i></p>
<p><b>2. Rights and Responsibilities</b></p> <p>Program Overview p. 11: <i>Connexion Stratégies</i> helps enhance student compréhension (found throughout SR).</p> <p>The <i>Glossaire</i> (pp. 130-153) is written in a way that's inclusive so all students can succeed.</p>	<p>SR p. 4: A young man talking about himself (<i>J'aide avec les tâches ménagères le samedi matin</i>).</p> <p>SR pp 122-123 : Sentence starters for appropriate talk (<i>pour remercier, pour m'excuser, pour exprimer l'empathie, pour bien s'entendre, pour résoudre un conflit, pour parler de mes préférences</i>).</p> <p>Part B, Lesson 4, Video (<i>Encore en retard</i>): Two teenage boys describe how their friend is frequently late. Extensions include writing a letter of apology in a new format, researching expressions for expressing regret; reviewing rules of good sportsmanship.</p> <p>Part B, Lesson 4, Listening Text (<i>Deux amies</i>): Two friends discuss a problem about working as partners</p>	<p>SR pp. 124-125 : Sentence starters for appropriate talk (<i>pour exprimer mes préférences, pour donner mon opinion, pour exprimer mon opinion, pour donner des raisons, pour comparer, pour donner des suggestions</i>).</p> <p>Part B, Lesson 7, <i>Fiches d'activité 56a, b (Les avantages d'une ville)</i>: Prioritizing the advantages in a community.</p>	<p>SR p. 64: Financial literacy/responsibility (buying shoes online or not; do research first).</p> <p>Part A, Lesson 3, Listening Text (<i>Une décision difficile</i>): Several scenarios of teenagers discussing needs versus wants while shopping.</p> <p>Part A, Lesson 4, Listening Text (<i>Vos conseils, s'il vous plaît</i>): Teens discuss financial responsibility if buying online.</p> <p>Part B, lesson 6, Video (<i>Une fin de semaine en pleine nature</i>): Two girls talk about needs and obligations when packing for a school trip.</p> <p>Part B, Lesson 6, Closing the Text Exploration activity: Students prepare a list of rules or tips for next year's Grade 9 students.</p>	<p>SR p. 113, <i>Connexion PERSO : Les cyclistes ont pris de mauvaises décisions. Peux-tu les nommer?</i> (discussing poor choices)</p>

	<p>on a project.</p> <p>Part B, Lesson 4, <i>Fiche d'activité 30 (Jeu de rôles)</i>: Students create and role-play a conversation about a problem concerning sportsmanship.</p>		<p>Part B, Lesson 2: Write a set of guidelines for an event they know well (e.g. wedding, theatre, arena, school assembly).</p> <p>Part B, Lesson 5, <i>Fiche d'activité 45 (Pour prendre l'avion)</i>: Review rules about flying.</p> <p>Part B, Lesson 5, Extension : Design two symbols for classroom rules (positive/negative).</p> <p>Part B, Lesson 8, Listening text (<i>Au Vietnam à vélo</i>): Considerations when travelling in a foreign country.</p>	
	<p><b>Unité 1</b> <b><i>On s'entend bien!</i></b></p>	<p><b>Unité 2</b> <b><i>A mon avis...</i></b></p>	<p><b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b></p>	<p><b>Unité 4</b> <b><i>J'examine les faits</i></b></p>
<p><b>3. Option for the Poor and Vulnerable</b></p> <p>Program Overview p. 28: "In addition to the differentiated activities and assessment options that can support English Language Learners, this program supports them by providing texts that represent a variety of cultures....providing opportunities where they may be in a position of expertise in sharing their language</p>	<p>SR pp. 25-25, <i>Engagement social</i>: Notre-Dame High School is choosing a charitable organization to support.</p> <p>Part B, Lesson 9, Starting text exploration: Brainstorm ideas for what the school should do with money raised by the Défi-Rock competition.</p>	<p>SR p. 42: Choice of student activities includes an interview with a senior citizen.</p>	<p>Part A, Lesson 7, Listening text (<i>Votre attention, s'il vous plaît</i>): The student council president announces a new charitable fundraiser through the recycling of old cellphones.</p> <p>Part A, Lesson 8, Listening Text (<i>Les choix ne sont pas toujours faciles!</i>): Three scenarios of people compromising about what</p>	<p>Part A, Lesson 9, <i>Fiche d'activité (Quoi faire?)</i>: Text about one student's concern about her friend's lifestyle.</p>



<p>and experiences.”</p>	<p>Part B, Lesson 9, <i>Fiche d'activité 49 (Quel organisme de charité?)</i>: Students identify which charity might do activities listed on <i>fiche</i>.</p> <p>Part B, Lesson 9, <i>Fiche d'activité 50 (Ma recherche)</i>: Students find basic information about a charity and its spending sources.</p> <p>Part B, Lesson 9, Listening text (<i>Faire du bénévolat</i>): Students explain why they like volunteering for Jeunesse Canada Monde.</p> <p>Part B, Lesson 9, Closing text exploration: Students describe a charity where they'd like to donate or volunteer and explain why.</p> <p>Part B, Lesson 9, Extension: Design a chart comparing two charities.</p>		<p>to keep, sell or give away.</p> <p>Part A, Lesson 8, Extension: Holding a lunch hour yard sale with funds going to charity.</p>	
	<p><b>Unité 1</b> <b><i>On s'entend bien!</i></b></p>	<p><b>Unité 2</b> <b><i>A mon avis...</i></b></p>	<p><b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b></p>	<p><b>Unité 4</b> <b><i>J'examine les faits</i></b></p>
<p><b>4.Stewardship of Creation</b></p> <p>Unit 3 theme is <i>Mes besoins, mes souhaits</i> (thinking about needs versus wants).</p> <p>Unit 4 theme is <i>J'examine les faits</i></p>	<p>SR p. 9: Definition of biodiversity and the problem of deforestation in Madagascar.</p>	<p>SR pp. 33, 35: Encourages physical activity (taking care of the body given to you by God).</p> <p>SR p. 45, <i>La santé animale</i>: Nutritional needs of pets</p>	<p>In the unit, students discuss the importance of needs versus wants through topics such as shopping and recycling.</p> <p>Part A, Lesson 3, Listening</p>	<p>Lesson Goals : Interpret facts and propose action on climate change. Compare environmental threats and propose solutions in Lebanon and Canada.</p>

<p>(looking at factors causing climate change, environmental threats and possible solutions).</p>		<p>(God's creation).</p> <p>SR p. 54: Letter from the environmental club.</p> <p>Part B, Lesson 2, Developing text exploration: Students agree or disagree with value statements such as <i>Il faut protéger tous les animaux</i>.</p> <p>Part A, Lesson 8, Text Exploration: Making Connections. Students make connections to text by saying what they eat for meals and whether their food choices are healthy.</p> <p>Part A, Lesson 8, Listening Text (<i>Comment mener une vie saine</i>), <i>Fiches d'activité 29a, b, c</i>: Students listen to a nurse speak about healthy living and then apply what they learn to four teens.</p> <p>Part A, Lesson 9, <i>Fiches d'activité 32a, b (Mon horaire)</i>: Students role-play how they can improve their lifestyle.</p>	<p>Text (<i>Une décision difficile</i>): Several scenarios of teenagers discussing needs versus wants while shopping .</p> <p>Part A, Lesson 8, Listening Text (<i>Les choix ne sont pas toujours faciles!</i>): Three scenarios of people compromising about what to keep, sell or give away.</p> <p>Part A, Lesson 7, <i>Fiche d'activité 23 (Facile de recycler son cell)</i>: Students discuss their devices and what they do with them when they replace them. (Linked to SR p. 70)</p> <p>Part A, Video (<i>Je le veux</i>): Two teens discuss needs versus wants regarding cellphones and their effect of the environment.</p> <p>Part A, Lesson 7, Closing the text exploration activity: Students create a text about recycling an item other than a cellphone.</p> <p>Part A, Lesson 7, Listening text (<i>Votre attention, s'il vous plaît</i>): The student council president announces a new charitable</p>	<p>SR p. 104. <i>Des menaces réelles</i>: Describes world threats (e.g. effect of melting ice on polar bears; destruction of Amazon forest in Brazil; draught in Africa; floods in Bangladesh; air pollution in Peking; fires caused by dry winds and hot temperatures in Australia).</p> <p>SR pp. 106-107: Ontario maple trees and Lebanese cedar trees affected by global warming</p> <p>Part B, Lesson 3, <i>Fiches d'activité 34a, b, c (Des solutions)</i>: Write a persuasive text about issues related to climate change.</p> <p>Part A, Lesson 8, <i>Fiche d'activité 21 (La nature me fait du bien)</i> : Students write a response to <i>Le déficit de nature</i> (SR, p. 97).</p> <p>Part A, Lesson 3, <i>Fiches d'activité 8a, b (Une bonne journée de pêche)</i> : Respecting rules about fishing.</p>
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			fundraiser through recycling old cellphones.	
	<b>Unité 1</b> <b><i>On s'entend bien!</i></b>	<b>Unité 2</b> <b><i>A mon avis...</i></b>	<b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b>	<b>Unité 4</b> <b><i>J'examine les faits</i></b>
<p><b>5. Global Solidarity</b></p> <p>Program Overview: Cultural Connections (Connexion Culture, Intercultural Awareness) are an explicit component in every Unit. Suggestions to support Cultural Awareness are provided in margin notes throughout every unit.</p> <p>Each unit has two parts: Part A centres on the student (<i>le moi</i>); Part B invites students to look beyond themselves to local and global issues.</p> <p>Program Overview p. 46: “<i>Points de connexion</i> offers a variety of cultural texts that speak to the diversity within and among cultures.”</p>	<p>SR pp. 6-7, <i>Un visiteur qui vient de loin</i> : Group of students welcome someone from Madagascar.</p> <p>Unit 1A, Lesson 4, <i>Fiches d'activité 11a, b, c, d (Une lettre de présentation)</i>: Four corners activity where students imagine choosing an exchange partner from another province or country.</p> <p>Unit 1A, Lesson 3: <i>Connexion Culture</i> suggests talking about traditions around greetings in other cultures they know.</p>	<p>SR p. 31 : <i>Je fais des liens entre le Sénégal et le Canada.</i></p> <p>SR p. 34: <i>Connexion Culture</i> (Explanation of Bollywood).</p>	<p>Part B, Lesson 7, <i>Fiches d'activité 50a – e (On s'informe)</i>: Cooperative jigsaw activity about Vietnam.</p>	<p>SR p. 89 : <i>Je fais des liens entre le Liban et le Canada.</i></p> <p>Part B, Lesson 4, <i>Fiche d'activité 36 (Un diagramme de Venn)</i> : Comparison of Canada and Lebanon.</p>
	<b>Unité 1</b> <b><i>On s'entend bien!</i></b>	<b>Unité 2</b> <b><i>A mon avis...</i></b>	<b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b>	<b>Unité 4</b> <b><i>J'examine les faits</i></b>
<p><b>6. Promotion of Peace</b></p> <p>Unit 1 theme is <i>On s'entend bien!</i></p> <p>Program Overview p. 46: “<i>Points de connexion</i> supports (interaction across cultures) engaging students</p>	<p>SR pp. 6 -7, <i>Un visiteur qui vient de loin</i> : Group of students welcome someone from Madagascar.</p> <p>Unit 1A, Lesson 4, <i>Fiches d'activité 11a, b, c, d (Une</i></p>	<p>SR pp. 54-55: Demonstrates a respectful way of presenting two differing points of view (regarding the use of water bottles at Sainte-Anne Secondary School).</p>	<p>Part B, Lesson 2, Listening text (<i>Une expérience inoubliable</i>): A student shares his experience attending a pow-wow.</p> <p>SR p. 75, <i>Pow-wow</i> :</p>	<p>SR pp. 116-117, <i>Point de connexion</i> : Students given choice and suggestions to be successful (e.g. <i>Demande à tes amis de répéter ou de clarifier une idée si tu ne comprends pas</i>).</p>

<p>with cultural information that increases their intercultural awareness.”</p>	<p><i>lettre de présentation</i>): Four corners activity where students imagine choosing an exchange partner from another province or country.</p> <p>Part B, Lesson 4: Identify language around conflict and apology.</p> <p>SR p. 20: Appropriate use of emoticons (<i>binettes</i>).</p> <p>SR pp 122-123 : Sentence starters for appropriate talk (<i>pour remercier, pour m’excuser, pour exprimer l’empathie, pour bien s’entendre, pour résoudre un conflit, pour parler de mes préférences</i>).</p> <p>SR p. 21, <i>Comment régler un conflit</i>.</p> <p>Part B, Lesson 6, <i>Fiche d’activité 39 (Des conflits)</i>: Students role-play reactions to emotions.</p>	<p>Part A, Lesson 3, <i>Fiche d’activité 10 (Trouve un compromis)</i>: Students recommend a compromise as a solution to a problem.</p>	<p><i>célébration des traditions</i> : <i>Les invités à un pow-wow doivent donc être très respectueux.</i></p>	<p>SR pp. 128-129 : Sentence starters for appropriate talk (<i>pour donner mes impressions, pour tirer des conclusions après avoir examiné les faits, pour parler de situations d’urgence</i>).</p>
	<p><b>Unité 1</b> <b><i>On s’entend bien!</i></b></p>	<p><b>Unité 2</b> <b><i>A mon avis...</i></b></p>	<p><b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b></p>	<p><b>Unité 4</b> <b><i>J’examine les faits</i></b></p>
<p><b>7. Community and the Common Good</b></p> <p>Program Overview p. 26: “Good decision-making and strong</p>	<p>SR pp. 12-13, <i>Il y a toujours une solution</i>: Depicts two brothers compromising about having to share a room.</p>	<p>SR p. 52, <i>Ton avis, s’il te plaît</i>: Text conversation among friends promoting understanding and encouragement.</p>	<p>SR pp. 126-127 : Sentence starters for appropriate talk (<i>pour exprimer un souhait, pour exprimer une nécessité, pour clarifier les besoins et</i></p>	<p>Part A, Lesson 7, <i>Fiches d’activité 19a, b (Relève le défi : jeux et activités)</i> : Cooperative games for students.</p>

<p>autonomy on the part of the student begins with the classroom climate and sense of community.”</p>	<p>SR p. 18, <i>Avoir un esprit sportif</i>: Criteria for good sportsmanship.</p> <p>Unit 1A, Lesson 3: Brainstorm situations where people need to work together respectfully in groups.</p> <p>Unit 1A, Lesson 3: Images of good and bad team behaviour from digital image bank.</p> <p>Unit 1A, Lesson 3, <i>Fiche d'activité 28 (Des scénarios)</i>: Match rule of sportsmanlike behaviour with situation/problem listed.</p> <p>SR page 23, <i>Ensemble, on réussit</i>: A music group works together to be successful.</p>	<p>Part A, Lesson 7, Listening Text (<i>Votre opinion, s'il vous plaît</i>): Students discuss cafeteria food with principal.</p> <p>SR p. 48, <i>Exprime ton opinion</i>: United Nations report on the best places to live in the world.</p> <p>Part B, Lesson 6, <i>Fiche d'activité 53 (Analyse de ma ville)</i>: Students create a chart listing criteria to evaluate whether a certain city is a good place to live.</p> <p>SR p. 34: Doing something as a family.</p> <p>Part A, Lesson 3, Listening text (<i>Les plans pour la fin de semaine</i>): A family discusses what they'll do together this weekend.</p> <p>Part A, Lesson 5, Listening text (<i>Une fête pour Annick</i>): Friends plan a party, listening to each others' suggestions and coming up with a compromise.</p>	<p><i>les souhaits, pour parler à un(e) employé(e) de magasin</i></p> <p>Part A, Lesson 6, Listening text (<i>Je l'ai laissé où?</i>): With the help of others, Eric looks for the school bag he has lost.</p>	<p>Part A, Lesson 2, <i>Fiches d'activité 6a, b, c (Une excursion en famille)</i>: Students write about an imaginary family outing to buy and/or pick fruit or vegetables at a local farm.</p>
	<p><b>Unité 1</b> <b><i>On s'entend bien!</i></b></p>	<p><b>Unité 2</b> <b><i>A mon avis...</i></b></p>	<p><b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b></p>	<p><b>Unité 4</b> <b><i>J'examine les faits</i></b></p>
<p><b>8. Dignity of Work</b></p>	<p>SR p. 25 : Students are</p>	<p>Part A, Lesson 8, Setting the</p>	<p>Part A, Lesson 8, Game</p>	<p>SR p. 96, <i>Objectif: Bonne</i></p>

<p>Program Overview p. 12: <i>J'ai appris</i> section allows students to identify their areas of greater and lesser strengths before they undertake the Assessment of Learning activities. The Learning and Lesson Goals are reframed in this section as <i>Je peux</i> statements.</p> <p>The <i>Point de connexion</i> section in each unit allows for all levels of difficulty/challenge. Students have a choice and suggestions for helping oneself are provided.</p>	<p>asked to consider the question <i>Que penses-tu de l'opinion suivante? Il faut commencer par aider les gens de notre communauté avant d'aider les gens ailleurs dans le monde.</i></p>	<p>context: Students define healthy living by viewing images that show healthy and unhealthy lifestyles.</p> <p>Part B, Lesson 5, Closing Text Exploration activity: Students write a comment about criteria for identifying a good city in which to live.</p> <p>SR pp. 50-51: Opinions on rural and urban living.</p>	<p><i>Veux-tu 'acheter ?</i> (financial responsibility): Students have \$10.00 to spend.</p>	<p><i>santé</i>: Talks about good eating habits, exercise, relaxation, human contact – balanced lifestyle.</p>
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### Points de connexion – Correlations to Ontario Theological and Cardinal Values

	<b>Unité 1</b> <b><i>On s'entend bien!</i></b>	<b>Unité 2</b> <b><i>À mon avis...</i></b>	<b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b>	<b>Unité 4</b> <b><i>J'examine les faits</i></b>
<b>1. Faith (T)</b>	<p>Unit 1A, Lesson 7, Listening Text (<i>Je te remercie</i>): Varying examples of people saying thank you.</p> <p>Unit 1A, Lesson 7, <i>Fiche d'activité 16 (Un merci original)</i>: Students select a role (RAFT activity) to direct a thank you.</p>	<p>Part A, Lesson 9, <i>Fiches d'activité 32a, b (Mon horaire)</i>: Students role-play how they can improve their lifestyle.</p>	<p>Sociolinguistic Conventions: How to thank someone for a gift (Part A, Lesson 5); how to ask for more information in a public place (Part B, Lesson 4).</p> <p>Part B, Lesson 6, Closing the Text Exploration activity: Students prepare a list of rules or tips for next year's Grade 9 students.</p>	<p>Part A, Lesson 8, <i>Fiche d'activité 21 (La nature me fait du bien)</i> : Students write a response to <i>Le déficit de nature</i> (SR p. 97).</p> <p>Part A, Lesson 7, <i>Fiches d'activité 19a, b (Relève le défi : jeux et activités)</i> : Cooperative games for students.</p>
	<b>Unité 1</b> <b><i>On s'entend bien!</i></b>	<b>Unité 2</b> <b><i>À mon avis...</i></b>	<b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b>	<b>Unité 4</b> <b><i>J'examine les faits</i></b>
<b>2. Hope (T)</b>	<p>SR p. 120, <i>Stratégies d'écoute : Avant – J'utilise mes expériences personnelles et mes connaissances pour faire des prédictions.</i> <i>Après – J'exprime mes idées.</i></p> <p>SR pp. 26-27, <i>J'ai appris : Qu'est-ce que tu as fais bien? Qu'est-ce que tu veux améliorer?</i> On p. 27, students review the <i>Je peux</i> statements.</p> <p>SR p. 120, <i>Stratégies d'écoute :</i></p>	<p>SR pp. 124-125 : Sentence starters for appropriate talk (<i>pour exprimer mes préférences, pour donner mon opinion, pour exprimer mon opinion, pour donner des raisons, pour comparer, pour donner des suggestions</i>).</p> <p>SR p. 32, <i>Connexion Stratégies</i>: Students are asked to describe strategies they use to learn.</p> <p>SR p. 57: Students identify what</p>	<p>SR pp. 84-85, <i>J'ai appris, Mes habiletés</i>: Students express what they can do well.</p> <p>Part A, Lesson 7, Closing the text exploration activity: Students create a text about recycling an item other than a cellphone.</p>	<p>SR pp. 116-117, <i>Point de connexion</i> : Students given choice and suggestions to be successful (e.g. <i>Demande à tes amis de répéter ou de clarifier une idée si tu ne comprends pas</i>).</p> <p>SR p. 96, <i>Objectif : Bonne santé</i>: Talks about good eating habits, exercise, relaxation, human contact – balanced lifestyle.</p>

	<p><i>Pendant – J’écoute activement; J’observe les règles de politesse. Après – Je réfléchis au message du texte.</i></p> <p>SR p. 12, <i>Stratégies d’écriture : Pendant – Je demande à un(e) ami(e) de vérifier mon texte. Après – Je demande des suggestions pour m’améliorer.</i></p>	they do well and recognize their abilities using Can-do statements.		
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<b>3. Charity (T)</b>	<p>SR p. 24: École secondaire Notre-Dame is choosing a charitable organization to support.</p> <p>Part B, Lesson 9, Starting text exploration: Brainstorm ideas for what the school should do with money raised by the Défi-Rock competition.</p> <p>Part B, Lesson 9, <i>Fiche d’activité 49 (Quel organisme de charité?):</i> Students identify which charity might do activities listed on <i>fiche</i>.</p> <p>Part B, Lesson 9, <i>Fiche d’activité 50 (Ma recherche):</i> Students find basic information about a charity and its spending sources.</p> <p>Part B, Lesson 9, Listening text</p>	SR p. 31 : <i>Je fais des liens entre le Sénégal et le Canada.</i>	<p>Part A, Lesson 6, Listening text (<i>Je l’ai laissé où?</i>): With the help of others, Eric looks for the school bag he has lost.</p> <p>Part A, Lesson 6, <i>Fiche d’activité 21a (J’ai un problème. Aide-moi!)</i>: Partners respond to a problem with appropriate empathy.</p> <p>Part A, Lesson 7, Listening text (<i>Votre attention, s’il vous plaît</i>): The student council president announces a new charitable fundraiser through recycling old cellphones.</p> <p>Part A, Lesson 8, Extension: Holding a lunch hour yard sale with funds going to charity.</p>	Part B, Lesson 4, <i>Fiche d’activité 36 (Un diagramme de Venn)</i> : Comparison of Canada and Lebanon.



	<p><i>(Faire du bénévolat)</i>: Students explain why they like volunteering for Jeunesse Canada Monde.</p> <p>Part B, Lesson 9, Closing text exploration: Students describe a charity where they'd like to donate or volunteer and explain why.</p> <p>Part B, Lesson 9, Extension: Design a chart comparing two charities.</p>			
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<b>4. Prudence (C)</b>	<p>Part B, Lesson 4, Video (<i>Encore en retard</i>): Two teenage boys describe how their friend is frequently late. Extensions include writing a letter of apology in a new format, researching expressions for expressing regret; reviewing rules of good sportsmanship.</p> <p>Part B, Lesson 4: Identify language around conflict and apology.</p> <p>SR pp. 122-123 : Sentence starters for appropriate talk (<i>pour remercier, pour m'excuser, pour exprimer l'empathie, pour bien s'entendre, pour résoudre un conflit, pour parler de mes préférences</i>).</p>	<p>Part A, Lesson 6, <i>Fiche d'activité 21 (Au choix)</i>: Students have a choice of learning centres where they practise expressing agreement or disagreement.</p> <p>Part B, Lesson 1: Role-playing activities for practising polite talk and appropriate register.</p> <p>Part A, Lesson 8, Text Exploration: Making Connections: Students make connections to text by saying what they eat for meals and whether their food choices are healthy.</p> <p>Part A, Lesson 5, Listening text (<i>Une fête pour Annick</i>): Friends plan a party, listening to each</p>	<p>SR p. 75 <i>Connexion Culture</i>: Students asked to make links to whom they show respect.</p> <p>SR p. 70, <i>Facile de recycler son cell</i>: Talks about the importance of thinking about the environment when keeping or discarding celling phones.</p> <p>Part B, Lesson 8, Listening text (<i>Au Vietnam à vélo</i>): Considerations when travelling in a foreign country.</p>	<p>Part B, Lesson 3, <i>Fiches d'activité 34a, b, c (Des solutions)</i>: Write a persuasive text about issues related to climate change.</p> <p>SR pp. 128-129 : Sentence starters for appropriate talk (<i>pour donner mes impressions, pour tirer des conclusions après avoir examiné les faits, pour parler de situations d'urgence</i>).</p> <p>Part A, Lesson 3, <i>Fiches d'activité 8a, b (Une bonne journée de pêche)</i> : Respecting rules about fishing.</p> <p>Part B, Lesson 7, Closing the</p>

	<p>Part B, Lesson 6 : Develop language for conflict resolution using text in SR p. 21 (<i>À faire et à ne pas faire</i>).</p> <p>SR p. 4: Young man talking about himself (<i>J'aide avec les tâches ménagères le samedi matin</i>).</p>	<p>others' suggestions and coming up with a compromise.</p>		<p>Text Exploration activity: Create an emergency preparedness kit in groups.</p>
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<p><b>5. Justice (C)</b></p>	<p>SR pp. 6-7, <i>Un visiteur qui vient de loin</i> : Group of students welcome someone from Madagascar.</p> <p>Unit 1A, Lesson 4, <i>Fiches d'activité 11a, b, c, d (Une lettre de présentation)</i>: Four corners activity where students imagine choosing an exchange partner from another province or country.</p> <p>SR p. 17, <i>En ligne ou en personne : Comment communique-tu?</i> Communicating appropriately for different situations.</p> <p>Unit 1A, Lesson 1, Listening text (<i>En famille</i>): Father, sister and brother compromise on an activity where they can spend time together.</p>	<p>The environmental club at École Secondaire Sainte-Anne sends a letter to the principal requesting a ban on plastic water bottles in school.</p> <p>Part B, Lesson 2, Developing text exploration: Students agree or disagree with value statements such as <i>Il faut protéger tous les animaux</i>.</p> <p>SR p. 42: Choice of student activities includes an interview with a senior citizen.</p> <p>SR p. 45, <i>La santé animal</i>: Nutritional needs of pets (God's creation).</p>	<p>SR p. 75, <i>Pow-wow : célébration des traditions : Les invités à un pow-wow doivent être très respectueux</i>.</p>	<p>SR pp. 100-101, <i>Mise au point</i> : Offers choice and suggestions for success (e.g. <i>Sois respectueux des membres de ton groupe quand c'est leur tour</i>).</p>

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<b>6. Fortitude (C)</b>	<p>SR p. 17, Survey : <i>Il est important de choisir le mode approprié à chaque situation et de faire un choix raisonnable et respectueux.</i></p> <p>SR p. 9: Definition of biodiversity and the problem of deforestation in Madagascar.</p>	<p>SR p. 52, <i>Ton avis, s'il te plaît:</i> Text conversation among friends promoting understanding and encouragement.</p> <p>Video, Place à la ville: Teenage boy reassures his friend about moving to another city.</p> <p>Part A, Lesson 7, Listening Text (<i>Votre opinion, s'il vous plaît</i>): Students discuss cafeteria food with principal.</p>	<p>Part A, Lesson 8, Listening Text (<i>Les choix ne sont pas toujours faciles!</i>): Three scenarios of people compromising about what to keep, sell or give away.</p>	<p>Part A, Lesson 9, <i>Fiche d'activité 25 (Quoi faire?):</i> Text about one student's concern about her friend's lifestyle.</p> <p>SR p. 104, <i>Des menaces réelles:</i> Describes world threats (e.g. effect of melting ice on polar bears; destruction of Amazon forest in Brazil; draught in Africa; floods in Bangladesh; air pollution in Peking; fires caused by dry winds and hot temperatures in Australia).</p>
	<b>Unité 1</b> <b><i>On s'entend bien!</i></b>	<b>Unité 2</b> <b><i>À mon avis...</i></b>	<b>Unité 3</b> <b><i>Mes besoins, mes souhaits</i></b>	<b>Unité 4</b> <b><i>J'examine les faits</i></b>
<b>7. Temperance (C)</b>	<p>SR pp. 12-13, <i>Il y a toujours une solution:</i> Depicts two brothers compromising about having to share a room.</p> <p>SR p. 18, <i>Avoir un esprit sportif:</i> Criteria for good sportsmanship.</p> <p>Unit 1A, Lesson 3: Brainstorm situations where people need to work together respectfully in groups.</p> <p>Part B, Lesson 5, <i>Fiche d'activité 33 (Qu'est-ce que l'empathie?):</i></p>	<p>Part B, Lesson 6, <i>Fiche d'activité 53 (Analyse de ma ville):</i> Students create a chart listing criteria to evaluate whether a certain city is a good place to live.</p> <p>Part A, Lesson 3, Listening text (<i>Les boissons sucrées</i>): Students identify amount of sugar in different drinks.</p>	<p>Students discuss the importance of needs versus wants through topics such as shopping and recycling.</p> <p>SR p. 64: Financial literacy/ responsibility (buying shoes online or not; do research first).</p> <p>Part A, Lesson 3, Listening Text (<i>Une décision difficile</i>): Several scenarios of teenagers discussing needs versus wants while shopping.</p> <p>Part A, Lesson 4, Listening Text</p>	<p>SR p. 113, Connexion PERSO : <i>Les cyclistes ont pris de mauvaises décisions. Peux-tu les nommer?</i> (discussing poor choices)</p>

	<p>Students distinguish between people who are egotistical and those who are empathetic.</p> <p>SR p. 25 : Students are asked to consider the question <i>Que penses-tu de l'opinion suivante? Il faut commencer par aider les gens de notre communauté avant d'aider les gens ailleurs dans le monde.</i></p>		<p><i>(Vos conseils, s'il vous plaît):</i> Teens discuss financial responsibility if buying online.</p> <p>Part A, Lesson 8, Game (<i>Veux-tu l'acheter?</i>): Financial responsibility, students have \$10.00 to spend.</p> <p>Part B, Lesson 6, Video (<i>Une fin de semaine en pleine nature</i>): Two girls talk about needs and obligations when packing for a school trip.</p>	
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