

## Big Ideas

BC Curriculum Grade 10	Module 1 <i>On est en forme!</i>	Module 2 <i>On est capable!</i>	Module 3 <i>On part à l'aventure!</i>	Module 4 <i>On se débrouille!</i>
	<p><b>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.</b></p> <p><b>This program is well designed and fits very well with the First Peoples Principles of Learning:</b>                      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>			
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. <b>Listen to understand:</b> Listen to menu choices <b>Listen to interact:</b> Planning an order / Describing relaxation techniques (Contexte C, Lesson 35) <b>Visual texts:</b> Throughout the module <b>Audio texts:</b> throughout <b>Video:</b> 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) <b>Listen to interact:</b> 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. <b>Visual texts:</b> Throughout the module Audio texts: Contexte A, Lesson 7 <b>Video:</b> Listen to a video about exceptional Canadians.	Listen to a conversation, a song, a video. <b>Listen to understand:</b> Respond in a role play about store purchases. <b>Listen to interact:</b> Ask for information in Mont-Tremblant. (Contexte B, Lesson 20) <b>Listen to interact:</b> Ask for information at a tourist bureau. (Contexte B, Lesson 20) <b>Visual texts:</b> throughout <b>Audio texts:</b> throughout Listen to Zouk music. <b>Video:</b> Listen to a video about future plans.	Listen to a conversation, phone messages, and responses. <b>Listen to interact:</b> Talk about locations in a mall, report a lost item, compare cultural dance forms. Share viewpoints about technology. <b>Visual texts:</b> throughout the module <b>Audio texts:</b> throughout the module <b>Video:</b> Au comptoir d'information -view a video in which a student is looking for a lost item. Un compromise -view a video in which a group of friends decide to go out to see a movie and need to choose a movie.

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<p>Expressing oneself and engaging in conversation in French requires courage and risk taking.</p>	<p>Students use speaking strategies to communicate and engage in guided spoken interactions with gradual release.  <b>Speaking to communicate:</b> role-play a conversation with parents. (Contexte B, Lesson 19)                      -students leave voice mail messages.  <b>Speaking to interact:</b> Planning an order, describing relaxation techniques, proposing activities to a new student, response to a partner's snack choices.  <b>Intercultural Understanding</b>                      /<b>Speaking:</b> students discuss plantain and banana snacks.</p>	<p>Students use speaking strategies to communicate clearly and coherently producing rehearsed and increasingly spontaneous messages.  <b>Speaking to communicate :</b> survey reasons for preferred activities, leave a 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)  <b>Speaking to interact:</b> Ask for help and offer advice. Talk about musical preferences, make an oral on-line comment. (Contexte C, Lesson 33).  <b>Intercultural Understanding / Speaking:</b> students learn about zydeco music. (Contexte C, Lesson 31).</p>	<p>Students continue to use speaking strategies to communicate effectively and speak with a smooth pace and appropriate intonation and accurate pronunciation.  <b>Speaking to communicate:</b> place an order (Contexte A, Lesson 3), invite a friend on an outing (Contexte A, Lesson 6), pitch a fundraiser idea to your class (Contexte C, Lesson 35).  <b>Speaking to interact:</b> role playing store purchases, buying equipment in an an adventure store, talk about aquatic sports.  <b>Intercultural Understanding / Speaking:</b> students talk about aquatic sports in Martinique and Canada (Contexte B, Lesson 19)</p>	<p>Students use speaking skills to describe needs while increasing their vocabulary in a variety of social contexts.  <b>Speaking to communicate:</b> talk about visit to a mall (Contexte A, Lesson 3), describe a lost object (Contexte A, Lesson 15), choose a movie to watch with friends.  <b>Speaking to interact:</b> 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).  <b>Intercultural Understanding / Speaking:</b> compare markets in Canada and the Carribean (Contexte B, Lesson 20).</p>
<p>Acquiring a language can shape one's perspective, identify, and voice.</p>	<p><b>Contexte A</b>                      -Des témoignages                      -Des recettes                      -Des messages numériques et téléphoniques                      -un site Web de partage d'images.  <b>Contexte B:</b>                      -Des records mondiaux                      -Un site Web d'information santé                      -Une page personnelle sur les réseaux sociaux                      -Une histoire en images                      -Un programme d'activité  <b>Contexte C:</b>                      -Un sondage                      -Un article de magazine                      -Un calendrier                      -Des courriels</p>	<p><b>Contexte A</b>                      -Des témoignages                      -Un jeu-questionnaire                      -Des affiches                      -Des messages et une conversation numériques  <b>Contexte B:</b>                      -Une affiche et des messages sur les réseaux sociaux                      -Un forum Web et un agenda                      -Une histoire en images  <b>Contexte C:</b>                      -Des messages d'admirateurs                      -Des cartes biographiques                      -Des articles de journal</p>	<p><b>Contexte A:</b>                      -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  <b>Contexte B:</b>                      -Le site Web d'une attraction touristique                      -Des critiques en ligne                      -Des courriels                      -Une circulaire de magasin d'aventure  <b>Contexte C:</b>                      -Un article de magazine                      -Un formulaire d'inscription                      -Des profils de candidats</p>	<p><b>Contexte A:</b>                      -Le plan d'un centre commercial                      -Un site Web d'objets perdus et trouvés                      -Une histoire en images                      -Un formulaire  <b>Contexte B:</b>                      -Le plan d'une ville                      -Des invitations                      -Un jeu de société                      -Un texte narratif  <b>Contexte C:</b>                      -Le site Web d'un cinéma                      -Un horaire ciné                      -Des messages sur les réseaux sociaux                      -Un article de magazine, un graphique et des commentaires en ligne</p>

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<p>Acquiring a language provides us with new opportunities to appreciate and value creative works and cultural diversity</p> <p>Acquiring French opens the door to interacting with the Francophone world.</p> <p>Acquiring French allows us to explore career, travel, personal growth, and study abroad opportunities.</p>	<p><b>Contexte A:</b> -talking about plantain and other banana snacks -writing a comparison between your typical menu and a Caribbean youth's typical menu.</p> <p><b>Contexte B:</b> -viewing a video about Francophones in the Americas. -comparing the French and Creole languages</p> <p><b>Contexte C:</b> -comparing Mardi Gras in Louisiana and Canada</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.</p> <p>-make connections to personal experiences and their own and other communities (ex. Haïti, Guadeloupe, Martinique, Louisiane).</p> <p>-Student resource: pages 4-5 -Teacher's Guide Lesson 2</p> <p>-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.</p>	<p><b>Contexte A:</b> learning about Cajun music festivals.</p> <p><b>Contexte B:</b> -comparing the popularity of soccer in Haïti and Canada.</p> <p><b>Contexte C:</b> -learning about zydeco music.</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.</p> <p>-make connections to personal experiences and their own and other communities (ex. Haïti, Guadeloupe, Martinique, Louisiane).</p> <p>-Student resource: pages 26-27 -Teacher's Guide Lesson 31</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 zydeco music: Contexte C, Lesson 31) -demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</p>	<p><b>Contexte A:</b> -comparing Haitian and Canadian schools -comparing meals linked to cultural heritage</p> <p><b>Contexte B:</b> -talking about aquatic sports in Martinique and Canada</p> <p><b>Contexte C:</b> -listening to zouk music</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.</p> <p>-make connections to personal experiences and their own and other communities (ex. Haïti, Guadeloupe, Martinique, Louisiane).</p> <p>-Student Resource: .pages 14-15 -Teacher's Guide Lesson 9</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: Contexte A, Lesson 10) -demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</p>	<p><b>Contexte A:</b> -comparing cultural dance forms in the Antilles and Canada</p> <p><b>Contexte B:</b> -comparing markets in the Caribbean islands and Canada</p> <p><b>Contexte C:</b> -writing about famous monsters -reading about the French presence in the New England states</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. Haïti, Guadeloupe, Martinique, Louisiane).</p> <p>-Student Resource: pages 4-5 / 16-17 -Teacher's Guide-Lessons 1, 20</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) -demonstrate an understanding of sociolinguistic conventions used in diverse French-speaking communities</p>

[www.pearsoncanada.ca/monreseau](http://www.pearsoncanada.ca/monreseau)

Grade 10 Learning Standards

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<p><b>Content</b></p> <p><b>Curricular Competency :</b></p> <p>-use a growing number of strategies to derive and negotiate meaning</p> <p>-recognize that choice of words affects meaning</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><b>Curricular Competency:</b></p> <p>-Derive meaning from a variety of simple texts.</p>	<p>Compréhension :</p> <p>-listening for familiar words -Je vérifie ma compréhension. Je regarde les images. Je fais des liens.</p> <p>Production :</p> <p>J'utilise des modèles. J'utilise mon journal personnel. Je répète mon texte dans ma tête / à haute voix.</p> <p>Metacognition :</p> <p>Je réfléchis au message. Je réfléchis à mes stratégies.</p> <p>Cooperative learning : Contexte A, Lesson 14</p> <p><b>Pour exprimer des préférences</b> J'aime... / J'adore... / Je préfère... Moi aussi, j'aime ça. Natasha aussi, elle aime...</p>	<p>Compréhension :</p> <p>-J'identifie mon intention de lecture. J'utilise une aide visuelle. Je lis le titre et les sous-titres.</p> <p>Production :</p> <p>J'utilise mes connaissances. J'utilise mes expériences personnelles. J'identifie les caractéristiques du texte.</p> <p>Metacognition :</p> <p>Je réfléchis à mes stratégies. Je demande des suggestions pour m'améliorer.</p> <p>Cooperative learning :</p> <p><b>Pour exprimer ton accord / ton désaccord.</b> Je suis d'accord. Je ne suis pas d'accord. Tu as raison. Mais non,... -Je peux proposer des solutions. -Je peux encourager les autres.</p>	<p>Compréhension :</p> <p>-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 :</p> <p>Je fais un brouillon. Je consulte mes ressources.</p> <p>Metacognition :</p> <p>Je réfléchis au message du texte. J'identifie les stratégies les plus efficaces.</p> <p>Cooperative learning :</p> <p>Je peux proposer une idée. Je peux comprendre et donner des informations. Je peux faire une transaction.</p>	<p>Compréhension :</p> <p>-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 :</p> <p>-J'utilise une aide visuelle. -Je fais des liens.</p> <p>Metacognition :</p> <p>-Je réfléchis à mes stratégies. -Je demande de l'aide. - Je demande des suggestions pour m'améliorer.</p> <p>Cooperative learning :</p> <p>-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>Je peux demander de l'aide. Je peux suivre des directions et clarifier.</p>

# Grade 10 – British Columbia FSL Curriculum Correlation and *Mon réseau, ma vie 1*

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<p><b>Curricular Competency:</b> -locate and explore a variety of online media in French</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>Module 1 : -J'exprime mes préférences. -Je donne une raison pour mon choix. -J'échange des informations et des idées simples.</p>	<p>Module 2 : -J'exprime mes goûts -J'exprime mon accord et mon désaccord.</p>	<p>Module 3 : -Je demande et donne de l'information. -J'exprime mes sentiments. -Je fais des liens.</p>	<p>Module 4 : -Je demande de l'aide. -Je fais des liens. -Je suis des directions et je clarifie.</p>

## Grade 10 Learning Standards

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<p><b>Contenu :</b></p> <ul style="list-style-type: none"> <li>-elements of a variety of common texts</li> <li>-common elements of stories</li> </ul> <p><b>Curriculaires compétences;</b></p> <ul style="list-style-type: none"> <li>-narrate stories orally and in writing</li> <li>-recognize the importance of story in personal, family, and community identity</li> </ul>	<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> <table border="0" data-bbox="459 462 2580 925"> <tr> <td>Module 1:</td> <td>Module 2:</td> <td>Module 3:</td> <td>Module 4:</td> </tr> <tr> <td>Texts:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>-Mes préférences</td> <td>J'aime ça!</td> <td>On va au resto.</td> <td>Au centre commercial</td> </tr> <tr> <td>-Qu'est-ce qu'on commande?</td> <td>Quel passe-temps?</td> <td>On fait une sortie.</td> <td>Perdus et trouvés</td> </tr> <tr> <td>-Des compromis</td> <td>De nouveaux clubs</td> <td>J'ai des questions.</td> <td>Au secours!</td> </tr> <tr> <td>-Des collations santé!</td> <td>Je t'invite!</td> <td>Une bonne cause</td> <td>J'ai besoin d'aide!</td> </tr> <tr> <td>-Records du monde</td> <td>Un défi sans écrans</td> <td>On s'amuse!</td> <td>Ou suis-je?</td> </tr> <tr> <td>-Es-tu en forme?</td> <td>SOS!</td> <td>Destination de rêve!</td> <td>On vous invite!</td> </tr> <tr> <td>-Ma page perso</td> <td>On a du talent</td> <td>On est prêt!</td> <td>Course en ville</td> </tr> <tr> <td>-Passons à l'action!</td> <td>Vous êtes formidables!</td> <td>En solde!</td> <td>On est connecté?</td> </tr> <tr> <td>-Au programme</td> <td>Musiciens célèbres</td> <td>Ta couleur, ta personnalité</td> <td>A l'affiche!</td> </tr> <tr> <td>-As-tu du stress dans ta vie?</td> <td>Des héros parmi nous</td> <td>Ma phobie</td> <td>Quel film?</td> </tr> <tr> <td>-D'où vient le stress?</td> <td></td> <td>Je m'inscris</td> <td>On s'exprime</td> </tr> <tr> <td>-Activités parascolaires</td> <td></td> <td>Candidats à succès</td> <td></td> </tr> <tr> <td>-Des conseils</td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Text types include:</b> -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>				Module 1:	Module 2:	Module 3:	Module 4:	Texts:				-Mes préférences	J'aime ça!	On va au resto.	Au centre commercial	-Qu'est-ce qu'on commande?	Quel passe-temps?	On fait une sortie.	Perdus et trouvés	-Des compromis	De nouveaux clubs	J'ai des questions.	Au secours!	-Des collations santé!	Je t'invite!	Une bonne cause	J'ai besoin d'aide!	-Records du monde	Un défi sans écrans	On s'amuse!	Ou suis-je?	-Es-tu en forme?	SOS!	Destination de rêve!	On vous invite!	-Ma page perso	On a du talent	On est prêt!	Course en ville	-Passons à l'action!	Vous êtes formidables!	En solde!	On est connecté?	-Au programme	Musiciens célèbres	Ta couleur, ta personnalité	A l'affiche!	-As-tu du stress dans ta vie?	Des héros parmi nous	Ma phobie	Quel film?	-D'où vient le stress?		Je m'inscris	On s'exprime	-Activités parascolaires		Candidats à succès		-Des conseils			
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<p><b>Curriculaire compétence</b></p> <ul style="list-style-type: none"> <li>-engage in short conversations</li> </ul>	<p>Students have multiple opportunities in which they will engage in short conversations using a variety of strategies throughout all of the modules.</p>																																																															
<p><b>Contenu:</b></p> <ul style="list-style-type: none"> <li>-an increasing range of commonly used vocabulary and sentence structures for conveying meaning:</li> <li>-asking and responding to various types of questions</li> <li>-describing activities, situations, and events</li> <li>-expressing hopes, dreams,</li> </ul>	<p>Oral language is infused throughout all of the modules. Activities include :</p> <ul style="list-style-type: none"> <li>-express a preference</li> <li>-give reasons for their choice</li> <li>-make comparisons</li> <li>-make plans with a friend</li> <li>-talk about the benefits of school activities</li> </ul>	<ul style="list-style-type: none"> <li>-express preferences and give reasons</li> <li>-talk about pastimes and explain why we might enjoy a new pastime</li> <li>-give reasons for joining an activity</li> <li>-invite someone to join an activity</li> </ul>	<ul style="list-style-type: none"> <li>-make choices and describe costs when planning an outing</li> <li>-talk about weather and transportation when planning an outing</li> <li>-suggest an activity for an outing</li> </ul>	<ul style="list-style-type: none"> <li>-describe locations and actions in sequence</li> <li>-identify and describe objects and their locations</li> <li>-ask for and offer help to look for something</li> <li>-ask for help and give descriptions and personal details</li> </ul>																																																												

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<p>desires, and ambitions -expressing opinions</p> <p><b>Curricular Competency:</b> -express themselves with growing fluency, orally, and in writing:</p> <p>-ask and respond to a variety of questions -describe situations, day-to-day activities, and series of events -express the degree to which they like or dislike objects and activities -express hopes, dreams, desires, and ambitions -express opinions on familiar topics</p>	<p>-talk about ways to reduce stress -persuade others to join an activity -express personal health goals -give suggestions for dealing with stress -explain why an activity does or does not interest them</p>	<p>-give encouraging feedback and suggestions -make a plan for attaining a goal -set goals and plan steps to achieve them -express admiration -describe people's accomplishments -discuss and promote a choice with evidence</p> <p>-encouraging others to face a challenge -expressing qualities one admires in another person -describing why someone deserves to be honored -setting a goal; making and tracking a plan to achieve it</p>	<p>-suggest a volunteer activity -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 -talk about reasons for applying to a television reality show</p>	<p>-give directions and identify various locations in a city -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 -confirming understanding and expressing agreement / disagreement - making a group decision</p>
<p><b>Content:</b> -past, present, and future timeframes</p>	<p>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.</p>			

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<p><b>Content:</b> -idiomatic expressions from across la Francophonie</p> <p><b>Curricular competencies:</b> -appreciate that there are regional variations in French -recognize how cultural identity is expressed through Francophone texts and creative works -recognize contributions of Francophone Canadians to society -describe similarities and differences between their own cultural practices and traditions and those of Francophone communities in various regions -engage with Francophone communities, people, or experiences</p>	<p>-talking about plantain and other banana snacks -writing a comparison between a typical menu and a Caribbean youth's typical menu -viewing a video about Francophones in the Americas -comparing the French and Creole languages -comparing Mardi Gras in Louisiana and Canada -listening to Creole expressions</p> <p><b>Examples of resources and culture weblinks:</b> -Le fruit le plus populaire au monde -Qu'est-ce que les ados antillais mangent? -Le créole -Les francophones d'Amérique -Mardi Gras et Carnaval</p> <p><b>Throughout all of the modules:</b></p> <p>- 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</p>	<p>-learning about Cajun music festivals -comparing the popularity of soccer in Haïti and Canada -learning about zydeco music -listening to a variety of expressions for greetings and taking leave -learning about cultural differences in texting and writing email messages</p> <p><b>Examples of resources and culture weblinks:</b> -Buckwheat Zydeco-Hey Ma Petite Fille -FIFA-Fédération Haïtienne de football -Les Nuits Cajun et Zydeco-Bonsoir Catin</p>	<p>-comparing Haïtian and Canadian schools -comparing meals linked to cultural heritage -talking about aquatic sports in Martinique and Canada -listening to zouk music -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><b>Examples of resources and culture weblinks:</b> -La cuisine Cajun et créole -Les écoles de Haïti -Recettes de la Louisiane</p>	<p>-comparing cultural dance forms in the Antilles and Canada -comparing markets in the Caribbean islands and Canada -reading about the French presence in the New England states</p> <p><b>Examples of resources and culture weblinks:</b> -La légende Rougarou -Cours de danse antillaise -Photos du marché de Sainte-Anne</p>