

## Echos Pro 1 Correlation to BC Curriculum

### **BIG IDEAS Grade 5 and Echos Pro 1:**

BC Curriculum Grade 5	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée !	Module 3 Suivez-moi !	Module 4 Les animaux et nous	Module 5 Allons au festival !
<p><b>Strategic learning supports all learning in Échos Pro. Cognitive strategies (comprehension and production), socio-affective strategies (cooperative learning), and metacognitive strategies are activated by making explicit links to skills and knowledge that learners bring from their first and/ or additional language(s) and from their learning in other subject areas.</b></p> <p><b>These strategies are introduced and reinforced progressively throughout the modules through think-aloud modelling, shared, guided and independent practice, and reactivation, thus reinforcing the transfer of literacy skills and strategies—what they know and how they know —across languages and contexts.</b></p>					
Listening and Viewing With Intent helps us acquire French  *see note above on strategies.	Visual texts – throughout the module  Audio Texts: Lessons 1, 2, 10, 15,16, 22  Video: Lesson 12,13	Visual texts - throughout the module  Audio Texts: Lessons 2,7, 11,18 Échos Literacy Text: Pauvre Michel  Video: Lesson 10	Visual texts - throughout the module  Audio Texts: Lessons 1,2, 3, 7, 8, 17 Écho Mag: Qu'est-ce que tu fais à la récré?  Video: Lesson 7, 13	Visual texts - throughout the module  Audio Texts: Lessons 2, 16, 17 Échos Literacy Text: Les superbibittes Échos Literacy Mag: Visitez l'insectarium de Montréal  Video: Lesson 11	Visual texts - throughout the module  Audio Texts: Lessons 11, 12,13,  Video: None
Both verbal and non-verbal cues contribute to meaning  *see note above on strategies.	Throughout the module  Refer to the specific comprehension and production strategies listed in the framework.				
<p><b>Échos Pro is a text-based resource built on the guiding principles which outline a literacy approach to FSL teaching and learning. It 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.</b></p> <p><b>Texts of all types provide powerful starting points for students to interact with meaningful ideas in French. Oral language is integrated into the modes of listening, speaking, reading, writing, viewing, and representing; these modes are interdependent and reciprocal.</b></p>					
Reading helps us make connections to what we have already earning through oral language.	Texts: - Bienvenue dans notre classe - Fadio et Manolo à l'école - Ou est mon sac à dos? - Bienvenue à mon école - Chanson: Bonjour! Salut!	Texts: - -Après l'école, on s'amuse - Échos Literacy Text: Pauvre Michel - Échos Literacy Mag: Quelle est ta bête noire? - Chanson: Ça c'est ma journée	Texts: - Bienvenue à mon école - Échos Literacy Mag : Qu'est-ce que tu fais à la récré? - Échos Literacy Text : Voici mon école -Pas dans ma classe	Texts: - Les animaux à l'aide - Échos Literacy Text: Les superbibittes - Nos animaux les animaux - Les animaux parlent français - Les amis dans la forêt	Texts: - Zoom Sur le projet, - Célébrez l'été! - Célébrez l'automne - Le sirop d'érable ...un trésor du Canada - Célébrez l'hiver!

	<ul style="list-style-type: none"> <li>- Mon projet</li> <li>- Je peux</li> <li>- Boris</li> <li>- Dictionnaire visuel</li> </ul>	<ul style="list-style-type: none"> <li>- Dans mon sac à lunch</li> <li>-Bienvenue à la fromagerie</li> <li>- Une journée dans la vie de Swing</li> <li>- La journée de Super Sophie</li> <li>- Mon projet</li> <li>- Échos Literacy Mag: Quelle journée</li> <li>- Je peux</li> <li>- Miam miam</li> <li>- Vive la fin de semaine</li> <li>- Dictionnaire visuel</li> </ul>	<ul style="list-style-type: none"> <li>- Opération fromage!</li> <li>- Des directions amusantes</li> <li>- C'est une course</li> <li>- Mon école idéale</li> <li>- Mon projet</li> <li>- Je peux</li> <li>- Des écoles pour Haïti</li> <li>- Échos Literacy Mag : Une fille ordinaire, un projet extraordinaire!</li> <li>- Le géocaching</li> <li>- Dictionnaire visuel</li> </ul>	<ul style="list-style-type: none"> <li>- Échos Literacy Mag: Visitez l'Insectarium de Montréal</li> <li>- Les animaux et l'écosystème</li> <li>- Mon projet</li> <li>- Échos Literacy Mag: Des araignées délicieuses</li> <li>- Je peux</li> <li>- Les animaux et les autochtones</li> <li>- Dictionnaire visuel</li> </ul>	<ul style="list-style-type: none"> <li>- Célébrez le printemps!</li> <li>- Qu'est-ce que tu portes? (chanson)</li> <li>- Mon projet</li> <li>- Je peux</li> <li>- Encore des festivals!</li> <li>- Bon appétit!</li> <li>- Dictionnaire visuel</li> </ul>
With Basic French we can describe ourselves and our interests.	We can describe ourselves and our friends.	We can describe our lunch, and recount one's day	We can describe our classroom, our schools, and directions to get to different parts of the school.	We can describe animals – colours and animal qualities	We can describe the clothing we wear and elements of Francophone festivals in Canada
Reciprocal communication is possible in French using simple, high-frequency words and patterns.	<p>Communication goal:</p> <p>Getting to know classmates: Introduce oneself and get to know classmates (age, favorite colours, languages spoken, school subjects, etc.)</p>	<p>Communication goal:</p> <p>Describing a typical day:</p> <p>Recount one's day</p> <p>e.g. what we do in the morning, afternoon and evening, and the food in our lunch.</p>	<p>Communication goal:</p> <p>Giving and receiving directions: Provide directions in a school setting.</p>	<p>Communication goal:</p> <p>Learning about the relationships between animals and humans .</p>	<p>Communicate goal:</p> <p>Exploring Canadian festivals: Inviting classmates to a festival or celebration. (seasons, weather, activities, and clothing)</p>
Each culture has traditions and ways of celebrating.	<p>Lessons 1,2 Explorons!</p> <p>Lessons 12- 14 Je présente mes amis</p>	<p>Lessons 13-14 Une journée dans la vie de Swing</p> <p>Lesson 12 Bienvenue à la fromagerie</p> <p>Lesson 20 Miam! Miam!</p>	Lesson 23 – Des écoles pour Haïti	Lesson 22 – les animaux et les autochtones	Throughout the entire Module – all about Francophone cultures and festivals in Canada

## BIG IDEAS Grade 6 and Echos Pro 1:

BC Curriculum Grade 6	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée !	Module 3 Suivez-moi !	Module 4 Les animaux et nous	Module 5 Allons au festival !
<p>Strategic learning supports all learning in Échos Pro. Cognitive strategies (comprehension and production), socio-affective strategies (cooperative learning), and metacognitive strategies are activated by making explicit links to skills and knowledge that learners bring from their first and/ or additional language(s) and from their learning in other subject areas.</p> <p>These strategies are introduced and reinforced progressively throughout the modules through think-aloud modelling, shared, guided and independent practice, and reactivation, thus reinforcing the transfer of literacy skills and strategies—what they know and how they know —across languages and contexts.</p>					
Listening and Viewing With Intent helps us understand a message	Listen to greetings, a song, and a video. Visual texts – throughout the module Audio Texts: Lessons 1, 2, 10, 15,16, 22 Video: Lesson 12,13	Listen to a song, and a video. Visual texts - throughout the module Audio Texts: Lessons 2,7, 11, Video: Lesson 10	Listen to a conversation, a video, directions and the location of an object. Visual texts - throughout the module Audio Texts: Lessons 1,2, 3, 7, 8, 17 Video: Lesson 13	Listen to a song and a video. Visual texts - throughout the module Audio Texts: Lessons 2, 16, 17 Échos Literacy Text: Les superbibittes Échos Literacy Mag: Visitez l'insectarium de Montréal Video: Lesson 11	Listen to a conversation and a song Visual texts - throughout the module Audio Texts: Lessons 11, 12,13, Video: None
Using strategies helps us understand and acquire language	<p><u>Comprehension:</u> <b>Je regarde bien.</b> Je regarde les images. Je regarde les gestes.</p> <p><u>Production:</u> J'utilise des gestes</p> <p><u>Metacognitive:</u> Je réfléchis.</p> <p><u>Cooperative Learning:</u> <b>J'écoute bien.</b> Écoute-moi. Je t'écoute. Regarde ici. Ah oui! Super! Bravo! Parle moins vite, s'il te plaît. D'accord!</p>	<p><u>Comprehension:</u> <b>Je pose des questions.</b> Quel est le titre? Quelles images est-ce que je vois? Quels sont les mots-amis? Quels sont le mots familiers? Quelles sont mes expériences personnelles?</p> <p><u>Production:</u> J'utilise des modèles.</p> <p><u>Metacognitive:</u> Je réfléchis.</p> <p><u>Cooperative Learning:</u> <b>Je participe activement.</b> C'est mon tour. C'est ton tour. C'est vrai. / Un crayon s'il te plaît? Merci / Moi aussi! /Fantastique!</p>	<p><u>Comprehension:</u> <b>Je fais des prédictions.</b> Je regarde les images. J'identifie le contexte. J'identifie les mots familiers. J'identifie les mots-amis. Je fais une prédiction.</p> <p><u>Production:</u> J'utilise des ressources.</p> <p><u>Metacognitive:</u> Je réfléchis.</p> <p><u>Cooperative Learning:</u> <b>J'aide mes amis.</b> Est-ce que je peux t'aider? Oui, s'il te plaît. C'est bien? Oui, c'est bien. Regarde ici. D'accord. Ça va? Oui, ça va. Non, ça ne va pas.</p>	<p><u>Comprehension:</u> <b>Je vois une image dans ma tête.</b> Je cherche les mots familiers. Je cherche les mots importants. Je cherche les mots-amis. Je vois une image dans ma tête.</p> <p><u>Production:</u> Je répète mon texte.</p> <p><u>Metacognitive:</u> Je réfléchis.</p> <p><u>Cooperative Learning:</u> <b>Je demande de l'aide.</b> Je ne sais pas. Je ne comprends pas. Aide-moi, s'il te plaît Répète, s'il te plaît. Encore? D'accord. Bien sûr.</p>	<p><u>Comprehension:</u> <b>Je consulte des ressources.</b> Je consulte le dictionnaire visuel. Je consulte les ressources dans la salle de classe. Je demande de l'aide.</p> <p><u>Production:</u> Je fais un brouillon.</p> <p><u>Metacognitive:</u> Je réfléchis.</p> <p><u>Cooperative Learning:</u> <b>Je contrôle ma voix.</b> Chut! Parle moins fort, s'il te plaît! Tu parles trop fort! C'est parfait. Pardon? Parle plus fort, s'il te plaît!</p>
With basic French, we can describe important people in our lives	We can describe ourselves and our friends.	We can describe our day.	We can describe our classroom and where people are in our school.	We can describe animals – colours and animal qualities	Describe the clothing people wear
Reciprocal communication is possible in French using simple high-frequency words & patterns	Communication goal: Getting to know classmates: Introduce oneself and get to know classmates (age, favorite colours, languages spoken, school subjects, etc.)	Communication goal: Describing a typical day: Recount one's day e.g. what we do in the morning, afternoon and evening, and the food in our lunch.	Communication goal: Giving and receiving directions: Provide directions in a school setting.	Communication goal: Learning about the relationships between animals and humans .	Communicate goal: Exploring Canadian festivals: Inviting classmates to a festival or celebration. (seasons, weather, activities, and clothing)

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Stories communicate ideas in meaningful ways	<p>Stories:</p> <ul style="list-style-type: none"> <li>- Bienvenue dans notre classe</li> <li>- Fadio et Manolo à l'école</li> <li>- Ou est mon sac à dos?</li> <li>- Bienvenue à mon école</li> <li>- Boris</li> <li>- Parle-moi de...</li> </ul>	<p>Stories:</p> <ul style="list-style-type: none"> <li>- Après l'école, on s'amuse</li> <li>- Échos Literacy Text: Pauvre Michel</li> <li>- Échos Literacy Mag: Quelle est ta bête noire?</li> <li>- Bienvenue à la fromagerie</li> <li>- Une journée dans la vie de Swing</li> <li>- La journée de Super Sophie</li> <li>- Vive la fin de semaine</li> <li>- Parle-moi de...</li> </ul>	<p>Stories:</p> <ul style="list-style-type: none"> <li>- Bienvenue à mon école</li> <li>- Échos Literacy Mag: Qu'est-ce que tu fais à la récré?</li> <li>- Échos Literacy Text: Voici mon école</li> <li>- Pas dans ma classe</li> <li>- Opération fromage!</li> <li>- Des directions amusantes</li> <li>- Mon école idéale</li> <li>- Des écoles pour Haïti</li> <li>- Le géocaching</li> <li>- Parle-moi de...</li> </ul>	<p>Stories:</p> <ul style="list-style-type: none"> <li>- Les animaux à l'aide</li> <li>- Échos Literacy Text: Les superbibittes</li> <li>- Nos animaux les animaux</li> <li>- Les animaux parlent français</li> <li>- Les amis dans la forêt</li> <li>- Échos Literacy Mag: Visitez l'Insectarium de Montréal</li> <li>- Les animaux et l'écosystème</li> <li>- La grande famille (chanson)</li> <li>- Les animaux et les autochtones</li> <li>- Parle-moi de...</li> </ul>	<p>Stories:</p> <ul style="list-style-type: none"> <li>- Zoom sur le projet,</li> <li>- Célébrez l'été!</li> <li>- Célébrez l'automne</li> <li>- Le sirop d'érable ...un trésor du Canada</li> <li>- Célébrez l'hiver!</li> <li>- Célébrez le printemps!</li> <li>- Qu'est-ce que tu portes? (chanson)</li> <li>- Encore des festivals!</li> <li>- Bon appétit!</li> </ul>
Learning about Francophone communicates helps us develop cultural awareness	<p>Lessons 1,2 Explorons!</p> <p>Lessons 12- 14 Je présente mes amis</p> <p>Lesson 11 – Bienvenue à mon école</p>	<p>Lessons 13-14 Une journée dans la vie de Swing</p> <p>Lesson 12 Bienvenue à la fromagerie</p> <p>Lesson 20 Miam! Miam!</p>	<p>Lesson 23 – Des écoles pour Haïti</p>	<p>Lessons 10-11 Les animaux parlent français!</p>	<p>Throughout the entire Module – all about Francophone cultures and festivals in Canada</p>

**PLEASE NOTE for the Learning Standards:** CURRICULAR COMPETENCIES are all in BLUE /While CONTENT is written in red font under curriculum - It was easiest to have them this way as many of them relate to each other.

An 'X' indicates that this unit does not support this learning standard

**Grade 5 LEARNING STANDARDS:**

BC Curriculum Grade 5	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée!	Module 3 Suivez-moi!	Module 4 Les animaux et nous	Module 5 Allons au festival!
<ul style="list-style-type: none"> <li>• French Alphabet</li> </ul>	<p>Lesson 10 – After reading – ABCD</p> <p>Lesson 12 – Warm-up – ABCD</p>	<p>Lesson 2 – A,B</p> <p>Lesson 5 – Silent final letters S,X,T,P,D,E and A,B,C,D</p>	<p>Teacher can offer to have students spell some of the words as well as spell a word when a student asked for one in French. Once students have learned the letters in the alphabet there are many ways in which this can be infused into French class.</p>		

<ul style="list-style-type: none"> <li>French Phonemes</li> </ul>	<p>Lesson 4 — Shared Reading 2: Explore Language – Les sons “u” et “ou” Lesson 10 – “u” et “ou”</p>	<p>Lesson 5 – Shared Reading 2: explore Language – Lesson “o” ouvert [ɔ], et “o” fermé [o]  Lesson 5 and Echos Literacy Text: Silent Final Letters (S,X,T,P,D,E)</p>	<p>Lesson 5, 10, 23, 24 – Explore Language – Le son [a] and Échos Literacy (Voici mon école) Échos Literacy Text – apostrophe replaces the ‘e’ in j’aime, j’adore etc.</p>	<p>Lesson 5, 8, 13, – Explore Language – Le son [i] and Échos Literacy Text (Les superbibittes)</p>	<p>Lesson 5, 7, 10, 20 – Explore Language – Le son [e] (as in... é , ez, et)</p>
<ul style="list-style-type: none"> <li>Gender and Number</li> </ul>	<p>Lesson 3 – Before and During Reading – Il/Elle Lesson 15 – Warm-Up - Il/Elle</p>	<p>Throughout the unit – T. can choose to do more explicit teaching.</p>	<p>Throughout the unit – T. can choose to do more explicit teaching.</p>	<p>Throughout the unit – T. can choose to do more explicit teaching.  Lesson 8 and Échos Literacy Text – Explore Language – il/elle le/la un/une</p>	<p>Throughout the unit – T. can choose to do more explicit teaching.</p>
<ul style="list-style-type: none"> <li>Recognize the relationship between pronunciation, including common intonation patterns, and meaning</li> </ul>	<p>Throughout the module Lesson 21 – During Reading – Read with Expression</p>	<p>Throughout the module</p>	<p>Throughout the module</p>	<p>Throughout the module</p>	<p>Throughout the module</p>
<ul style="list-style-type: none"> <li>Comprehend high-frequency vocabulary in slow, clear speech and other simple texts</li> </ul>	<p>Lesson 1-3 – Explorons! Listening Text Lesson 5 – After Reading Lesson 8 – Wrap Up Lesson 10 – After Reading Lesson 11 – After Reading- response to text Lesson 20 – Before Reading Lesson 22 – During Listening</p>	<p>Lesson 1-3 – Explorons !Listening Text Lesson 4-5 – During Reading Échos Literacy Text – Pauvre Michel Échos Mag 1 Text – Bete Noire – listen to a radio interview program Lesson 7-8 Listen to a song Lesson 18 – Active Listening Activity</p>	<p>Lesson 1-2 – Explorons!- Learn and listen to follow directions to complete a task Échos Literacy Mag 1 text – Listen to rhymes for playing hopscotch or skipping Échos Literacy Text – Voici mon École Lesson 17-18 Listen to a conversation</p>	<p>Lesson – 1-3 Explorons! Listening Text Échos Literacy Mag Text – Visitez l’Insectarium de Montréal! Lesson 16-17 – La grande famille song</p>	<p>Lesson 1-3 Explorons! Listening Text Lessons 11-12 – Célébrez le printemps! – listen to two internet conversations about Canadian spring festivals Lesson 13-14 – Listen to a song (<i>Qu’est-ce que je porte</i>)</p>
<ul style="list-style-type: none"> <li>Identify key information in slow, clear speech and other simple texts</li> </ul>	<p>Lesson 2 – Listening Text Lesson 4 – During Reading Lesson 8 – Wrap Up Lesson 10 – After Reading Lesson 10 – After Reading - Response to Text Lesson 12-14 – Video Lesson 15 – Song – listening for key words Lesson 21 – During Reading Lesson 22 –During Listening</p>	<p>Lesson 2 – During Listening Lesson 4-5 – During Reading Échos Literacy Text – Pauvre Michel Échos Mag 1 Text – Bete Noire – listen to a radio interview program Lesson 7-8 Listen to a song Lesson 18 – Active Listening Activity</p>	<p>Lesson 1-2 – Learn and listen to follow directions to complete a task Échos Literacy Mag 1 text – Listen to rhymes for playing hopscotch or skipping Échos Literacy Text – Voici mon École Lesson 17-18 Listen to a conversation</p>	<p>Lesson – 1-3 Explorons! Listening Text Échos Literacy Mag Text – Visitez l’Insectarium de Montréal! Lesson 16-17 – La grande famille song</p>	<p>Lesson 1-3 Explorons! Listening Text Lessons 11-12 – Célébrez le printemps! – listen to two internet conversations about Canadian spring festivals Lesson 13-14 – Listen to a song (<i>Qu’est-ce que je porte</i>)</p>
<ul style="list-style-type: none"> <li>Understand simple stories</li> </ul>	<p>Lessons 3- 5 – Bienvenue dans notre classe Lessons 6-8 - Fadia et Manolo à l’école Lessons 9-10 Où est mon sac à dos? Lesson 21 - Boris</p>	<p>Lessons 4-6 Apres l’école, on s’amuse (Graphic text) Échos Literacy Text: Pauvre Michel - Lessons 1-6 Lesson 12 – Bienvenue à la fromagerieUQie Lesson 13-14 Learn to read a webpage Lesson 15-16 La journée de Super Sophie (Graphic text)</p>	<p>Lesson 4-6 Bienvenue à mon école Échos Literacy Mag 1 text – Qu’est-ce que tu fais à la récré? Échos Literacy Text – Voici mon École – Lesson 9-11 – Opération fromage! (Graphic Text) Lesson 12-13 – Des directions amusante – (Informative Text) Lesson 23 – Informative Text about Haiti after the 2010 earthquake Échos Literacy Mag 1 text – Des jeunes en action Lesson 24 – informative text about geocaching</p>	<p>Lesson 4-6 <i>Les animaux à l’aide</i> (informative text) Échos Literacy Text – <i>Les superbibittes</i> Lesson 7-9 – read bulletin board ads Lesson 10-11 – <i>Les animaux parlent français</i> (informative text) Lesson 12-13 – <i>Les amis dans la forêt</i> (graphic text) Lesson 14-15 – <i>Les animaux et l’écosystème</i> (informative text) Échos Literacy Mag 1 – <i>Des araignées délicieuses</i> – (recipes) Lesson 16-17 <i>La grande famille</i> (song) Lesson 22 – poetic text – <i>Les animaux et les autochtones</i></p>	<p>Lesson 4-5 – <i>Célébrez l’été!</i>(graphic text) Lesson 6-7 <i>Célébrez l’automne</i> (posters) Lesson 8 - <i>Le sirop durable</i>(informative text) Lesson 9-10- – <i>Célébrez l’hiver</i> (read webpages) Lesson 19 - <i>Encore des festivals!</i> (read a postcard and an email message) Lesson 20 – <i>Bon appetit</i> – (read recipes)</p>

<ul style="list-style-type: none"> <li>Interpret non-verbal cues to increase understanding</li> </ul>	<p>Lesson 1 – Contextualize/Personalize Pages 10-11 (Regarde bien, J'utilise des gestes) Lesson 21 – After Reading – response to text – reader's theatre</p>	<p>Throughout the module especially while the T. models the new language.</p>	<p>Throughout the module especially while the T. models the new language.</p>	<p>Throughout the module especially while the T. models the new language.</p>	<p>Throughout the module especially while the T. models the new language.</p>
<ul style="list-style-type: none"> <li>Begin to use strategies to increase understanding</li> </ul>	<p><b>J'écoute bien:</b> Lessons 5,6,9,12,19,22 and T-chart on p.9 of Student Resource Module, Fiche de strategie 1.  <b>Je regarde bien:</b> Lessons 6, 9,11,12,15,21,22, Student Resource Module p. 10, Fiche de strategie 2.  <b>J'utilise des gestes:</b> Lesson 10, Fiche de strategie 3. Student Resource Module p. 11.  <b>Je réfléchis:</b> Fiches d'évaluation 1,2,3</p>	<p><b>Je participe activement:</b> Lessons 3, 6,9,12, 14, 17 and fiche de strategie 4.  <b>Je pose des questions:</b> Lessons 4, 7,8,10,11,20,21 and fiche de strategie 5. Student Resource Module p. 5  <b>J'utilise des modèles:</b> Fiches de stratégie 28 and 3. Student Resource Module p. 23.  <b>Je réfléchis:</b> Fiches d'évaluation 1,2,3  **Échos Literacy Text: Pauvre Michel – Use a visual dictionary</p>	<p><b>J'aide mes amis:</b> Lessons 3,4. T-chart on p. 9 of student Resource Module, fiche de strategie 3.  <b>Je fais des prédictions:</b> Lessons 4, 7,9,12,14,17,23,24 and fiche de strategie 8. Student Resource Module p. 10-11  <b>J'utilise des ressources:</b> Lesson 8, Fiche de strategie 11. Student Resource Module p. 23.  <b>Je réfléchis:</b> Fiches d'évaluation 1,2,3</p>	<p><b>Je demande de l'aide:</b> Lessons 3,4,8,9,14,15,18. T-chart on p. 9 of student Resource Module, fiche de strategie 8.  <b>Je vois une image dans ma tête:</b> Lessons 6,8 and fiche de strategie 9. Student Resource Module p. 10-11  <b>Je répète mon texte:</b> Lesson 13, Fiche de strategie 3. Student Resource Module p. 23.  <b>Je réfléchis:</b> Fiches d'évaluation 1,2,3</p>	<p><b>Je contrôle ma voix:</b> Lessons 3,4,6,20. T-chart on p. 9 of student Resource Module, fiche de strategie 10.  <b>Je consulte des ressources:</b> Lessons 4, 6,9,11,19,20 and fiche de strategie 11. Student Resource Module p. 10-11  <b>Je fais un brouillon:</b> Lesson 7, Fiche de strategie 3. Student Resource Module p. 22.  <b>Je réfléchis:</b> Fiches d'évaluation 1,2,3</p>
<ul style="list-style-type: none"> <li>Respond appropriately to simple commands and instructions</li> </ul>	<p>If instruction is given in French, students will be exposed to responding to questions, simple commands and instructions. There are many opportunities for this to be done throughout these modules</p>		<p>This module is about giving and following directions, so there are many examples throughout.</p>	<p>If instruction is given in French, students will be exposed to responding to questions, simple commands and instructions. There are many opportunities for this to be done throughout these modules.</p>	
<ul style="list-style-type: none"> <li>Seek clarification of meaning using common statements and questions</li> </ul>	<p>Students may seek clarification throughout the module with support of the teacher.</p>	<p>Students may seek clarification throughout the module with support of the teacher.</p>	<p><b>J'aide mes amis:</b> Lessons 3,4. T-chart on p. 9 of student Resource Module, fiche de strategie 3. - <i>C'est bien? Oui, c'est bien.</i> - <i>Ça va? Oui ça va. Non, ça ne va pas.</i></p>	<p><b>Je demande de l'aide:</b> Lessons 3,4,8,9,14,15,18. T-chart on p. 9 of student Resource Module, fiche de strategie 8. - <i>Je ne sais pas</i> - <i>Je ne comprends pas</i> - <i>Aide-moi, s'il vous plaît</i> - <i>Répète, s'il vous plaît</i> - <i>Encore?</i> - <i>D'accord. Bien sûr</i></p>	<p>Students may use phrases in previous modules to seek clarification as needed.</p>
<ul style="list-style-type: none"> <li>Participate, with support, in simple interactions about everyday situations: <ul style="list-style-type: none"> <li>- ask and answer simple questions in context</li> </ul> </li> <li>High-frequency vocabulary and sentence structure for communicating meaning: <ul style="list-style-type: none"> <li>-asking and responding to simple questions</li> </ul> </li> </ul>	<p>These five modules are all based on engaging themes, and every lesson uses the gradual release model, from teacher modelling to student independent practice, so this provides numerous opportunities for students to ask and respond to different types and questions in context. There are many explicit examples throughout Échos Pro 1 as well as in the Échos Literacy teacher's guide.</p>				
<ul style="list-style-type: none"> <li>High-frequency vocabulary and sentence structure for communicating meaning: <ul style="list-style-type: none"> <li>-expressing basic information about themselves and others</li> </ul> </li> <li>Participate, with support, in simple interactions about everyday situations:</li> </ul>	<p>Lesson 1 – Conceptualize/Personalize Lesson 2 – Response to Text Lesson 3 – Before Reading Lesson 8 – After Reading, Reponse to Text Lesson 9 – Favourite Colours Lesson 10 – Wrap-Up Lesson 12-14 – Video Lesson 16 – During Listening</p>	<p>Throughout this module students describe a typical day including, their schedule at school, what they have in their lunch, and what they do after school. There are opportunities throughout to describe others as well.  **Echos Literacy Text: Pauvre Michel</p>	<p>Students are able to describe their school and how to get to different areas of the school. They also describe what is in their classroom and what should not be in the classroom.</p>	<p>Students describe animals including physical characteristics as well as the qualities of the animal</p>	<p>Students create a poster to advertise a festival so they are able to describe some of the exciting and important details about the festival.</p>

- describe themselves and their interests	Lessons 17-19 – Mon projet Lesson 22 – Before Listening	Lessons 1 – How I and others feel			
<ul style="list-style-type: none"> <li>High-frequency vocabulary and sentence structure for communicating meaning: <ul style="list-style-type: none"> <li>expressing likes, dislikes, and preferences</li> </ul> </li> </ul>	Students share preferences about: <ul style="list-style-type: none"> <li>colours</li> <li>school subjects</li> </ul>	Students share preferences about: <ul style="list-style-type: none"> <li>school subjects</li> <li>food in their lunch</li> <li>activities</li> </ul>	Students share preferences about: <ul style="list-style-type: none"> <li>what to find in a class</li> <li>their ideal school</li> </ul>	Students share preferences about: <ul style="list-style-type: none"> <li>animals</li> <li>qualities of animals</li> </ul>	Students share preferences about: <ul style="list-style-type: none"> <li>festivals</li> <li>food</li> </ul>
<ul style="list-style-type: none"> <li>Participate, with support, in simple interactions about everyday situations <ul style="list-style-type: none"> <li>provide simple descriptions</li> </ul> </li> <li>High-Frequency Vocabulary and sentence structure for communicating meaning: <ul style="list-style-type: none"> <li>providing simple descriptions</li> </ul> </li> </ul>	Students describe themselves: <ul style="list-style-type: none"> <li>age</li> <li>favourite colour</li> <li>favourite school subject</li> <li>which languages they can say hello in</li> </ul>	Throughout this module students describe a typical day including, their schedule at school, what they have in their lunch, and what they do after school. There are opportunities throughout to describe others as well.  **Echos Literacy Text: Pauvre Michel Lessons 1 – How I and others feel	Students are able to describe their school and how to get to different areas of the school. They also describe what is in their classroom and what should not be in the classroom.	Students describe animals including physical characteristics as well as the qualities of the animal	Students create a poster to advertise a festival so they are able to describe some of the exciting and important details about the festival.
<ul style="list-style-type: none"> <li>Use visuals or technology to assist in understanding and communicating</li> </ul>	Échos Pro and Échos Literacy Texts were created using many visuals to assist students in both comprehension as well as communicating. Most of the tasks required by students can be differentiated to meet the need of the students as well as the school setting; students and/or teachers can choose the delivery method (visuals or technology).  There are many examples of how to read different types of texts from technology throughout Echos Pro 1 because often students are familiar with these formats in their first language.				
<ul style="list-style-type: none"> <li>Demonstrate basic awareness that there are Francophone and Francophone Métis communities across Canada</li> <li>Location of Francophone and Francophone Métis communities across Canada</li> </ul>	Lesson 11 – Before Reading - Francophone Schools in your area and an example of a Francophone School in Toronto Lesson 15-16 – Listen to a song by a Franco-Ontarian artist (Brian St. Pierre)	Lesson 12 - Learn about provincial Francophone flags  Lesson 12 – Locate a Francophone Community (St. Albert) on a map	Lessons 12-13 – meet Francophones from BC, Quebec, and Nova Scotia. Follow dance instruction from a Francophone living in Montreal.  Lesson 12-13 – read statistics on the number of people who speak French and the percentage of the population that is Francophone in three Canadian localities	Lesson 22 – learn that the Métis Nation often speaks French and share cultural practices with French Canadians  **Echos Literacy Mag – Montréal	This module is based on Francophone celebrations across Canada therefore there are many examples of Francophone communities across Canada - Lessons 1-20
<ul style="list-style-type: none"> <li>Identify basic information about a Francophone cultural festival or celebration in Canada</li> <li>A Francophone cultural festival or celebration in Canada</li> <li>High-Frequency Vocabulary and sentence structure for communicating meaning: <ul style="list-style-type: none"> <li>describing common elements of cultural festivals and celebrations</li> </ul> </li> </ul>	X	X	X	X	Lesson 1-3 Carnaval de Quebec. Festival Boréal Lesson 4-5 Festival de cerf-volant Lesson 6-7 Festival d'automne Lesson 8 – La cabane à sucre Lesson 9-10 Le bal de Neige Lesson 9-10 Festival du Voyageur Lesson 19 Merveille de sable, La course e boîtes à savons, les Folies Grenouilles
<ul style="list-style-type: none"> <li>Other indigenous content</li> </ul>	X	X	**Échos Listeracy Text: Voici mon école.	Lesson 22 – read descriptions from the Seven Sacred Teachings (seven animals) valued by many First Nations peoples.	Lesson 11-12 – Célébrez le printemps

**Grade 6 LEARNING STANDARDS: CURRICULAR COMPETENCIES/CONTENT**

BC Curriculum Grade 6	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée!	Module 3 Suivez-moi!	Module 4 Les animaux et nous	Module 5 Allons au festival!
<ul style="list-style-type: none"> <li>French Phonemes</li> <li>French Letter Patterns</li> </ul>	Lesson 4 — Shared Reading 2: Explore Language – Les sons “u” et “ou” Lesson 10 – “u” et “ou”	Lesson 5 – Shared Reading 2: explore Language – Les sons “o” ouvert, et “o” fermé Lesson 5 and Echos Literacy Text: Pauvre Michel - Silent Final Letters (S,X,T,P,D,E)	Lesson 5, 10, 23, 24 – Explore Language – Le son “o” and Échos Literacy (Voici mon école) Échos Literacy Text – apostrophe replaces the ‘e’ in j’aime, j’adore etc.	Lesson 5, 8, 13, – Explore Language – Le son [i] and Échos Literacy Text (Les superbibittes)	Lesson 5, 7, 10, 20 – Explore Language – Le son [e] (as in... é, ez, et)
<ul style="list-style-type: none"> <li>Recognize the relationship between pronunciation, including the role of intonation and tone of voice and meaning</li> </ul>	Throughout the module Lesson 21 – During Reading – Read with expression	Throughout the module	Throughout the module	Throughout the module	Throughout the module  Lesson 10 – Using interrogative (?), declarative (.), exclamatory (!) expressions.
<ul style="list-style-type: none"> <li>Begin to recognize the relationship between French letter patterns and pronunciation</li> </ul>	Throughout the module Lesson 21 – During Reading – Explore language	Throughout the module	Throughout the module	Throughout the module	Throughout the module
<ul style="list-style-type: none"> <li>Comprehend high-frequency vocabulary in slow, clear speech and other simple texts</li> </ul>	Lesson 2 – Listening Text Lesson 5 – After Reading Lesson 8 – Wrap Up Lesson 10 – After Reading Lesson 11 – After Reading- response to text Lesson 20 – Before Reading Lesson 22 – During Listening	Lesson 2 – During Listening Lesson 4-5 – During Reading Échos Literacy Text: Pauvre Michel: Lesson 1 – Listen how others are feeling Échos Mag 1 Text – Bete Noire – listen to a radio interview program Lesson 7-8 Listen to a song Lesson 18 – Active Listening Activity	Lesson 1-2 – Learn and listen to follow directions to complete a task Échos Literacy Mag 1 text – Listen to rhymes for playing hopscotch or skipping Échos Literacy Text – Voici mon École Lesson 17-18 Listen to a conversation	Lesson – 1-3 Explorons! Listening Text Échos Literacy Mag Text – <i>Visitez l’Insectarium de Montréal!</i> Lesson 16-17 – La grande famille song	Lesson 1-3 Explorons! Listening Text Lessons 11-12 – Célébrez le printemps! – listen to two internet conversations about Canadian spring festivals Lesson 13-14 – Listen to a song ( <i>Qu’est-ce que je porte</i> )
<ul style="list-style-type: none"> <li>Identify key information in slow, clear speech and other simple texts</li> </ul>	Lesson 2 – Listening Text Lesson 4 – During Reading Lesson 8 – Wrap Up Lesson 10 – After Reading Lesson 10 – After Reading - Response to Text Lesson 12-14 – Video Lesson 15 – Song – listening for key words Lesson 21 – During Reading Lesson 22 – During Listening	Lesson 2 – During Listening Lesson 4-5 – During Reading Échos Literacy Text – Pauvre Michel Échos Mag 1 Text – Bete Noire – listen to a radio interview program Lesson 7-8 Listen to a song Lesson 18 – Active Listening Activity	Lesson 1-2 – Learn and listen to follow directions to complete a task Échos Literacy Mag 1 text – Listen to rhymes for playing hopscotch or skipping Échos Literacy Text – Voici mon École Lesson 17-18 Listen to a conversation	Lesson – 1-3 Explorons! Listening Text Échos Literacy Mag Text – <i>Visitez l’Insectarium de Montréal!</i> Lesson 16-17 – La grande famille song	Lesson 1-3 Explorons! Listening Text Lessons 11-12 – Célébrez le printemps! – listen to two internet conversations about Canadian spring festivals Lesson 13-14 – Listen to a song ( <i>Qu’est-ce que je porte</i> )



<p>• Understand simple stories</p>	<p>Lessons 3- 5 – Bienvenue dans notre classe Lessons 6-8 - Fadia et Manolo à l'école Lessons 9-10 Où est mon sac à dos? Lesson 21 - Boris</p>	<p>Lessons 4-6 Apres l'école, on s'amuse (Graphic text) Échos Literacy Text: Pauvre Michel - Lessons 1-6 Lesson 12 – Bienvenue à la fromagerie Lesson 13-14 Learn to read a webpage Lesson 15-16 La journée de Super Sophie (Graphic text)</p>	<p>Lesson 4-6 Bienvenue à mon école Échos Literacy Mag 1 text – Qu'est-ce que tu fais à la récré? Échos Literacy Text – Voici mon École – Lesson 9-11 – Opération fromage! (Graphic Text) Lesson 12-13 – Des directions amusante – (Informative Text) Lesson 23 – Informative Text about Haiti after the 2010 earthquake Échos Literacy Mag 1 text – Des jeunes en action Lesson 24 – informative text about geocaching</p>	<p>Lesson 4-6 <i>Les animaux à l'aide</i> (informative text) Échos Literacy Text – <i>Les superbibittes</i> Lesson 7-9 – read bulletin board ads Lesson 10-11 – <i>Les animaux parlent</i> français (informative text) Lesson 12-13 – <i>Les amis dans la forêt</i> (graphic text) Lesson 14-15 – <i>Les animaux et l'écosystème</i> (informative text) Échos Literacy Mag 1 – <i>Des araignées délicieuses</i> – (recipes) Lesson 16-17 <i>La grande famille</i> (song) Lesson 22 – poetic text – <i>Les animaux et les autochtones</i></p>	<p>Lesson 4-5 – <i>Célébrez l'été!</i>(graphic text) Lesson 6-7 <i>Célébrez l'automne</i> (posters) Lesson 8 - <i>Le sirop durable</i>(informative text) Lesson 9-10 – <i>Célébrez l'hiver</i> (read webpages) Lesson 19 - <i>Encore des festivals!</i> (read a postcard and an email message) Lesson 20 – <i>Bon appetit</i> – (read recipes)</p>
<p>• Interpret non-verbal cues to increase understanding</p>	<p>Lesson 1 – Contextualize/Personalize Pages 10-11 (Regarde bien, J'utilise des gestes) Lesson 21 – After Reading – response to text – reader's theatre</p>	<p>Throughout the module especially while the T. models the new language.</p>	<p>Throughout the module especially while the T. models the new language.</p>	<p>Throughout the module especially while the T. models the new language.</p>	<p>Throughout the module especially while the T. models the new language.</p>
<p>• Use strategies to increase understanding</p>	<p><b><u>J'écoute bien:</u></b> Lessons 5,6,9,12,19,22 and T-chart on p.9 of Student Resource Module, Fiche de strategie 1. <b><u>Je regarde bien:</u></b> Lessons 6, 9,11,12,15,21,22, Student Resource Module p. 10, Fiche de strategie 2. <b><u>J'utilise des gestes:</u></b> Lesson 10, Fiche de strategie 3. Student Resource Module p. 11. <b><u>Je réfléchis:</u></b> Fiches d'évaluation 1,2,3</p>	<p><b><u>Je participe activement:</u></b> Lessons 3, 6,9,12, 14, 17 and fiche de strategie 4. <b><u>Je pose des questions:</u></b> Lessons 4, 7,8,10,11,20,21 and fiche de strategie 5. Student Resource Module p. 5 <b><u>J'utilise des modèles:</u></b> Fiches de stratégie 28 and 3. Student Resource Module p. 23. <b><u>Je réfléchis:</u></b> Fiches d'évaluation 1,2,3 **Échos Literacy Text: Pauvre Michel – Use a visual dictionary</p>	<p><b><u>J'aide mes amis:</u></b> Lessons 3,4. T-chart on p. 9 of student Resource Module, fiche de strategie 3. <b><u>Je fais des prédictions:</u></b> Lessons 4, 7,9,12,14,17,23,24 and fiche de strategie 8. Student Resource Module p. 10-11 <b><u>J'utilise des ressources:</u></b> Lesson 8, Fiche de strategie 11. Student Resource Module p. 23. <b><u>Je réfléchis:</u></b> Fiches d'évaluation 1,2,3</p>	<p><b><u>Je demande de l'aide:</u></b> Lessons 3,4,8,9,14,15,18. T-chart on p. 9 of student Resource Module, fiche de strategie 8. <b><u>Je vois une image dans ma tête:</u></b> Lessons 6,8 and fiche de strategie 9. Student Resource Module p. 10-11 <b><u>Je répète mon texte:</u></b> Lesson 13, Fiche de strategie 3. Student Resource Module p. 23</p>	<p><b><u>Je contrôle ma voix:</u></b> Lessons 3,4,6,20. T-chart on p. 9 of student Resource Module, fiche de strategie 10. <b><u>Je consulte des ressources:</u></b> Lessons 4, 6,9,11,19,20 and fiche de strategie 11. Student Resource Module p. 10-11 <b><u>Je fais un brouillon:</u></b> Lesson 7, Fiche de strategie 3. Student Resource Module p. 22. <b><u>Je réfléchis:</u></b> Fiches d'évaluation 1,2,3</p>
<p>• Respond appropriately to questions, simple commands and instructions</p>	<p>If instruction is given in French, students will be exposed to responding to questions, simple commands and instructions. There are many opportunities for this to be done throughout these modules..</p>	<p>This module is about giving and following directions, so there are many examples throughout.</p>	<p>If instruction is given in French, students will be exposed to responding to questions, simple commands and instructions. There are many opportunities for this to be done throughout these modules.</p>	<p>If instruction is given in French, students will be exposed to responding to questions, simple commands and instructions. There are many opportunities for this to be done throughout these modules.</p>	<p>If instruction is given in French, students will be exposed to responding to questions, simple commands and instructions. There are many opportunities for this to be done throughout these modules.</p>
<p>• Seek clarification of meaning using common statements and questions</p>	<p>Students may seek clarification throughout the module with support of the teacher.</p>	<p>Students may seek clarification throughout the module with support of the teacher.</p>	<p><b><u>J'aide mes amis:</u></b> Lessons 3,4. T-chart on p. 9 of student Resource Module, fiche de strategie 3. - <i>C'est bien? Oui, c'est bien.</i> - <i>Ça va? Oui ç ava. Non, ça ne va pas.</i></p>	<p><b><u>Je demande de l'aide:</u></b> Lessons 3,4,8,9,14,15,18. T-chart on p. 9 of student Resource Module, fiche de strategie 8. - <i>Je ne sais pas</i> - <i>Je ne comprends pas</i> - <i>Aide-moi, s'il vous plaît</i> - <i>Répète, s'il vous plait</i> - <i>Encore?</i> - <i>D'accord. Bien sûr</i></p>	<p>Students may use phrases in previous modules to seek clarification as needed.</p>
<p>• Exchange ideas and information using complete sentences, orally and in writing: - ask and answer simple questions in context</p>	<p>These five modules are all based on engaging themes, and every lesson uses the gradual release model, from teacher modelling to student independent practice, so this provides numerous opportunities for students to ask and respond to different types and questions in context. There are many explicit examples throughout Échos Pro 1 as well as in the Échos Literacy teacher's guide.</p>				

<ul style="list-style-type: none"> <li>Common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>- asking and responding to different types of questions</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> <li>- describe common emotions and states of physical health</li> </ul> </li> <li>Common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>- expressing common emotion and describing states of physical health</li> </ul> </li> </ul>	X	<p>**Echos Literacy Text: Pauvre Michel Lessons 1 – How I and others feel</p>	X	X	X
<ul style="list-style-type: none"> <li>Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> <li>- describe people and objects</li> </ul> </li> <li>Common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>- describing others</li> <li>- describing hobbies and topics of interest</li> </ul> </li> </ul>	<p>Quite often throughout the module: Lesson 6 – Before Reading Lesson 11 – Bienvenue a mon ecole Lesson 12-14 – Je presente mes amis Lesson 15 – 16 Bonjour! Salut! Lesson 17-19 Mon projet</p>	<p>Throughout this module students describe a typical day including, their schedule at school, what they have in their lunch, and what they do after school. There are opportunities throughout to describe others as well.</p> <p>**Echos Literacy Text: Pauvre Michel Lessons 1 – How I and others feel</p>	<p>Students are able to describe their school and how to get to different areas of the school. They also describe what is in their classroom and what should not be in the classroom.</p>	<p>Students describe animals including physical characteristics as well as the qualities of the animal</p>	<p>Students create a poster to advertise a festival so they are able to describe some of the exciting and important details about the festival.</p>
<ul style="list-style-type: none"> <li>Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> <li>- give reasons for likes and dislikes</li> </ul> </li> <li>Common high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>- expressing reasons for likes dislikes, and preferences</li> </ul> </li> </ul>	X	X	X	<p>Create a visual and written text about an animal they consider important and present it to the class.</p>	<p>In this module students share preferences about festivals, activities, and food. These ideas could easily be followed up with reasons why these are their preferences</p>
<ul style="list-style-type: none"> <li>Exchange ideas and information using complete sentences , orally and in writing: <ul style="list-style-type: none"> <li>- share basic information about events</li> </ul> </li> </ul>	<p>Students can share information about their dayplan as well as the one presented on page 16 Students can express the events of a text.</p>	<p>Students can describe the events in their day. Students can express the events of a text.</p>	<p>Students can express how to get to a room in a school (directions). Students can express the events about a text.</p>	<p>Students can express the events in a text.</p>	<p>Students can describe details about festivals : -location -date -activities and food</p>
<ul style="list-style-type: none"> <li>Use visuals or technology to assist in communicating</li> </ul>	<p>Échos Pro and Échos Literacy Texts were created using many visuals to assist students in both comprehension as well as communicating. Most of the tasks required by students can be differentiated to meet the need of the students as well as the school setting; students and/or teachers can choose the delivery method (visuals or technology).</p> <p>There are many examples of how to read different types of texts from technology throughout Echos Pro 1 because often students are familiar with these formats in their first language.</p>				
<ul style="list-style-type: none"> <li>Demonstrate awareness of Francophone and Francophone Métis communities across Canada</li> <li>Recognize that some Francophone communities are connected to First Peoples communities</li> </ul>	<p>Lesson 11 – Francophone Schools in your area and an example of a Francophone School in Toronto Lesson 15-16 – Listen to a song by a Franco-Ontarian artist (Brian St. Pierre)</p>	<p>Lesson 12 - Learn about provincial Francophone flags Lesson 12 – Locate a Francophone Community (St. Albert) on a map</p>	<p>Lessons 12-13 – meet Francophones from BC, Quebec, and Nova Scotia. Follow dance instruction form a Francophone living in Montreal. Lesson 12-13 – read statistics on the number of people who speak French and</p>	<p>Lesson 22 – learn that the Métis Nation often speaks French and share cultural practices with French Canadians</p>	<p>This module is based on Francophone celebrations across Canada therefore there are many examples of Francophone communities across Canada - Lessons 1-20</p>

<ul style="list-style-type: none"> <li>• There are many Francophone and Francophone Metis communities across Canada</li> </ul>			<p>the percentage of the population that is Francophone in three Canadian localities  <b>**Échos Literacy Text: Voici mon école</b></p>	<p><b>**Échos Literacy Mag – L’insectarium de Montréal</b></p>	
<ul style="list-style-type: none"> <li>• Identify and share information about a Francophone community in Canada</li> <li>• Basic information about a Francophone or Francophone Metis community in Canada</li> <li>• High-Frequency Vocabulary and sentence structure for communicating meaning: <ul style="list-style-type: none"> <li>- describing cultural aspects of communities</li> </ul> </li> </ul>	<p>Lesson 11 – Francophone Schools in your area and an example of a Francophone School in Toronto  Lesson 15-16 – Listen to a song by a Franco-Ontarian artist (Brian St. Pierre)</p>	<p>Lesson 7-8 – Listen to a Franco-Ontarian Music Group  Lesson 10 -11 - Compare lunches in a Franco-Ontarian School to one’s own lunch  Lesson 9-11 – Learn that cheese curds are an important ingredient in making the French Canadian favourite, poutine</p>	<p>Lessons 14-16 – Compare the names of teachers in a French school with the names of their own teachers in French  Lesson 4-6- both <i>les toilettes</i> and <i>la salle de bain</i> are terms to incidate washroom  Lesson 17-18 – <i>dépanneur</i> is a term used for corner store in Quebec  <b>**Échos Literacy Text: Voici mon école</b></p>	<p>Lesson 22 – learn that the Métis Nation often speaks French and share cultural practices with French Canadians  Lesson 16-17 – listen to French Canadian traditional jig that mimics <i>une chanson à répondre</i> (a line is sung by the leader, then repeated by audience)</p>	<p>This module is based on Francophone celebrations across Canada therefore there are many examples of aspects of or information about Francophone communities across Canada - Lessons 1-20</p>
<ul style="list-style-type: none"> <li>• Other indigenous content</li> </ul>	X	X	<p><b>**Échos Listeracy Text: Voici mon école.</b></p>	<p>Lesson 22 – read descriptions from the Seven Sacred Teachings (seven animals) valued by many First Nations peoples.</p>	<p>Lesson 11-12 – Célébrez le printemps</p>