

BC Curriculum Grade 6	Module 1 <i>La grande aventure de Samuel</i>	Module 2 <i>Ah oui! J'aime ça!</i>	Module 3 <i>Ma famille et moi</i>	Module 4 <i>Les animaux : mythes et réalités</i>	Module 5 <i>Le Canada, c'est multiculturel!</i>
<p><b>*Strategic learning supports all learning in <i>Échos Pro</i>. 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>					
<p>Listening and viewing with intent helps us understand a message.</p> <p>*See note above on strategies.</p>	<p>Listen to a conversation, a song, a video. Listen to understand: Interview a classmate Visual texts: Throughout the module Audio texts: Lessons 1, 10 Video: Lessons 10 (song) Classmate (interview): Lessons 16, 17</p>	<p>Listen to a song and school announcements. Listen to interact: Find classmates who share likes and dislikes. Visual texts: Throughout the module <i>Échos</i> literacy text: <i>Des passe-temps extraordinaires!</i> <i>Échos</i> literacy mag: <i>Des records extraordinaires!</i> and ...<i>Parle-moi de...</i> Audio texts: Lessons 1–3, 11, 14 <i>Échos</i> literacy mag: <i>Ou'est-ce que tu collectionnes?</i> Video: Lessons 11, 12</p>	<p>Listen to a conversation, a song, a video. Listen to understand: Create a sketch of a classmate's family member. Visual texts: Throughout the module <i>Échos</i> literacy text: <i>Ma famille, c'est spécial</i> Audio texts: Lessons 1, 2, 4–6, 10, 11 <i>Échos</i> literacy mag: <i>Mon album de souvenirs</i> Video: Lessons 15, 16 <i>Échos</i> literacy text: <i>Des passe-temps extraordinaires!</i></p>	<p>Listen to a song, a video, and media texts. Listen to interact: Respond to classmates' opinions concerning animals. Visual texts: Throughout the module Audio texts: Lessons 1–3 <i>Échos</i> literacy Text: <i>Vive le renard!</i> <i>Échos</i> literacy mag: <i>Gymnastique orale</i> Video: Lessons 13, 14</p>	<p>Listen to a conversation, a fashion show commentary, a song, and a video. Listen to understand: Add to their passport after listening to classmates' suggestions. Visual texts: Throughout the module Audio texts: Lessons 1–3, 8, 9, 12, 13 Video: Lessons 10, 11</p>
<p>Using strategies helps us understand and acquire language.</p>	<p>Comprehension: <b>Je consulte des ressources.</b> <i>Je consulte le dictionnaire visuel. Je consulte les ressources dans la salle de classe. Je consulte mon dictionnaire personnel.</i></p> <p>Production: <i>Je prépare un dictionnaire personnel.</i></p> <p>Metacognitive: <i>Je réfléchis.</i></p> <p>Cooperative Learning: <b>J'encourage mes amis.</b> <i>Vas-y! Tu es capable! Bonne chance! Félicitations! Très bien! Bravo! J'aime ça!</i></p>	<p>Comprehension: <b>J'identifie l'idée principale.</b> <i>Je relis le texte. J'identifie l'idée principale. J'identifie les détails. Je donne mon opinion.</i></p> <p>Production: <i>Je répète mon texte avec rythme.</i></p> <p>Metacognitive: <i>Je réfléchis.</i></p> <p>Cooperative Learning: <b>J'attends mon tour pour parler.</b> <i>C'est mon tour? C'est ton tour. Attends. Vas-y! Continue! Oups! Pardon. Excuse-moi! Je peux parler? J'ai une idée!</i></p>	<p>Comprehension: <b>Je fais des liens.</b> <i>Je lis le texte. J'identifie l'idée principale. Je pense à mes expériences personnelles. Je pense au monde autour de moi.</i></p> <p>Production: <i>Je vérifie mon texte.</i></p> <p>Metacognitive: <i>Je réfléchis.</i></p> <p>Cooperative Learning: <b>J'aide mes amis.</b> <i>Tu as un problème? Ça ne va pas? Ça va mal? Oui. Je ne comprends pas. Est-ce que je peux t'aider? Oui, s'il te plaît! Merci! De rien!</i></p>	<p>Comprehension: <b>Je vérifie ma compréhension.</b> <i>Je lis le texte. J'arrête souvent. Est-ce que je comprends? Oui, je comprends. Non, je ne comprends pas. Je relis. Je regarde les images. J'identifie les mots familiers et les mots amis.</i></p> <p>Production: <i>Je parle avec l'expression.</i></p> <p>Metacognitive: <i>Je réfléchis.</i></p> <p>Cooperative Learning: <b>Je donne mes idées.</b> <i>Selon moi, ... À mon avis, ... Je pense que... Voici mon idée. C'est mon opinion. Je suis d'accord. Je ne suis pas d'accord.</i></p>	<p>Comprehension: <b>Je pose des questions.</b> <i>Quel(les) sont... les mots familiers et les mots-amis? les mots importants? mes expériences personnelles? les liens dans ma communauté?</i></p> <p>Production: <i>J'utilise des ressources.</i></p> <p>Metacognitive: <i>Je réfléchis.</i></p> <p>Cooperative Learning: <b>Je donne de l'énergie à mon groupe.</b> <i>Allons-y! On est capable! Tope là! Très bien! Tu as un problème? Je peux t'aider? Oui, s'il te plaît. Selon moi, ... À mon avis, ... C'est mon opinion.</i></p>
<p>With basic French, we can describe important people in our lives</p>	<p>We can describe our similarities and differences with respect to family origins, seasons, and meals.</p>	<p>We can describe pastimes and activities for ourselves and our classmates.</p>	<p>We can talk about our family, describe a family member, and talk about family activities.</p>	<p>We can describe animals with opinions and ideas.</p>	<p>We can describe multicultural experiences with food, dance, fashion, music, and sports.</p>

<p>Reciprocal communication is possible in French using simple high-frequency words &amp; patterns.</p>	<p>Communication goal: Building tolerance for differences. Interview a classmate and look for similarities and differences.</p>	<p>Communication goal: Exploring pastimes and activities. In a group, prepare a rap of common activities.</p>	<p>Communication goal: Talking about families. Describe a family member, interview a partner and draw his/her family member.</p>	<p>Communication goal: Exploring animal stereotypes. Defend an animal against negative perceptions.</p>	<p>Communicate goal: Discovering multicultural influences in everyday life. Make a list of new experiences to try.</p>
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**Big Ideas Grade 6 and Échos Pro 2 (continued)**

BC Curriculum Grade 6	Module 1 <i>La grande aventure de Samuel</i>	Module 2 <i>Ah oui! J'aime ça!</i>	Module 3 <i>Ma famille et moi</i>	Module 4 <i>Les animaux : mythes et réalités</i>	Module 5 <i>Le Canada, c'est multiculturel!</i>
<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>					
<p>Stories communicate ideas in a meaningful way.</p>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Une nouvelle aventure!</i></li> <li>- <i>L'hiver, c'est amusant!</i></li> <li>- <i>Joyeux anniversaire!</i></li> <li>- <i>Une fête à l'école!</i></li> <li>- <i>Un souper délicieux!</i></li> <li>- <i>Des lettres entre amis</i></li> <li>- <i>Des Canadiens haïtiens célèbres</i></li> <li>- <i>Des recettes d'Haïti</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Quel est ton sport préféré?</i></li> <li>- <i>Échos literacy text: Des passe-temps extraordinaires!</i></li> <li>- <i>Échos literacy mag: Des records extraordinaires!</i></li> <li>- <i>La musique, toujours la musique!</i></li> <li>- <i>Les Jeux de la francophonie canadienne</i></li> <li>- <i>Mes passe-temps (chanson)</i></li> <li>- <i>Participer à l'école, on aime ça!</i></li> <li>- <i>Mon projet</i></li> <li>- <i>Je peux</i></li> <li>- <i>Aider à la maison, c'est amusant?</i></li> <li>- <i>Quel est ton style?</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Zoom sur mon projet</i></li> <li>- <i>Des photos de famille</i></li> <li>- <i>Échos literacy text: La famille, c'est spécial</i></li> <li>- <i>Échos literacy mag: Mon album de souvenirs (écoute)</i></li> <li>- <i>Les cousines, c'est spécial!</i></li> <li>- <i>Chez nous (chanson)</i></li> <li>- <i>Nous fêtons le Nouvel An!</i></li> <li>- <i>Nous sommes branchés!</i></li> <li>- <i>Les fins de semaine en famille</i></li> <li>- <i>Échos literacy mag: Ma famille est spéciale!</i></li> <li>- <i>Je peux</i></li> <li>- <i>La famille de Néron</i></li> <li>- <i>La question du mois</i></li> <li>- <i>Dictionnaire visuel</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Zoom sur mon projet</i></li> <li>- <i>La grande course</i></li> <li>- <i>Échos literacy text: Vive le renard!</i></li> <li>- <i>Échos literacy mag: Cobalt et le renard curieux</i></li> <li>- <i>Les animaux dans les médias</i></li> <li>- <i>Mythe ou réalité?</i></li> <li>- <i>Des expressions amusantes! (chanson)</i></li> <li>- <i>Des animaux exotiques</i></li> <li>- <i>Échos literacy mag: Gymnastique orale</i></li> <li>- <i>Des décisions difficiles</i></li> <li>- <i>Je peux</i></li> <li>- <i>Le monde intrigant des animaux</i></li> <li>- <i>C'est quel animal?</i></li> <li>- <i>Dictionnaire visuel</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Mes découvertes gourmandes!</i></li> <li>- <i>Mes découvertes de la danse!</i></li> <li>- <i>Mes découvertes de la mode!</i></li> <li>- <i>La gigue québécoise</i></li> <li>- <i>Mes découvertes musicales! (chanson)</i></li> <li>- <i>Mes découvertes sportives!</i></li> <li>- <i>Un choix délicieux</i></li> <li>- <i>Le Canada dans le monde</i></li> <li>- <i>Parle-moi de...</i></li> </ul>
<p>Learning about Francophone communities helps us develop cultural awareness.</p>	<p>Lessons 4, 5: <i>Une nouvelle aventure!</i>  Lessons 8, 9: <i>Joyeux anniversaire!</i>  Lesson 10: <i>Une fête à l'école!</i>  Lessons 11, 12: <i>Un souper délicieux!</i>  Lessons 13, 14: <i>Des lettres entre amis</i>  Lesson 19: <i>Des Canadiens haïtiens célèbres</i>  Lesson 20: <i>Des recettes d'Haïti</i></p>	<p>Lesson 10: <i>Les Jeux de la francophonie canadienne</i></p>	<p>Lesson 12: <i>Nous fêtons le Nouvel An!</i>  <i>Échos literacy text: La famille, c'est spécial (Vietnam)</i>  Lessons 15, 16: <i>Les fins de semaines en famille</i>  Lesson 21: <i>La famille de Néron</i>  Lesson 22: <i>La question du mois</i></p>	<p>Lesson 12: <i>Des expressions amusantes!</i></p>	<p>Lessons 10, 11: <i>La gigue québécoise</i>  Lesson 21: <i>Le Canada dans le monde</i>  <i>Échos literacy mag: Planète jeunes : Bienvenue à Saint-Boniface</i></p>

## Big Ideas Grade 7 and *Échos Pro 2*

BC Curriculum Grade 7	Module 1 <i>La grande aventure de Samuel</i>	Module 2 <i>Ah oui! J'aime ça!</i>	Module 3 <i>Ma famille et moi</i>	Module 4 <i>Les animaux : mythes et réalités</i>	Module 5 <i>Le Canada, c'est multiculturel!</i>
<p><b>Strategic learning supports all learning in <i>Échos Pro</i>. 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 understand an increasing variety of messages.	Listen to a conversation, a song, a video. Listen to understand: Interview a classmate Visual texts: Throughout the module Audio texts: Lessons 1, 10 Video: Lesson 10 (song) Classmate (interview): Lessons 16, 17	Listen to a song and school announcements. Listen to interact: Find classmates who share likes and dislikes. Visual texts: Throughout the module Échos literacy text: <i>Des passe-temps extraordinaires!</i> Échos literacy mag: <i>Des records extraordinaires!</i> and <i>Parle-moi de...</i> Audio texts: Lessons 1–3, 11, 14 Échos literacy mag: <i>Qu'est-ce que tu collectionnes?</i> Video: Lessons 11, 12	Listen to a conversation, a song, a video. Listen to understand: Create a sketch of a classmate's family member. Visual texts: Throughout the module Échos literacy text: <i>Ma famille, c'est spécial</i> Audio texts: Lessons 1, 2, 4–6, 10, 11 Échos literacy mag: <i>Mon album de souvenirs</i> Video: Lessons 15, 16 Échos literacy text: <i>Des passe-temps extraordinaires!</i>	Listen to a song, a video, and media texts. Listen to interact: Respond to classmates' opinions concerning animals. Visual texts: Throughout the module Audio texts: Lessons 1–3 Échos literacy text: <i>Vive le renard!</i> Échos literacy mag: <i>Gymnastique orale</i> Video: Lessons 13, 14	Listen to a conversation, a fashion show commentary, a song, and a video. Listen to understand: Add to their passport after listening to classmates' suggestions. Visual texts: Throughout the module Audio texts: Lessons 1–3, 8, 9, 12, 13 Video: Lessons 10, 11
Using strategies helps us understand and acquire language.	Comprehension: <b>Je consulte des ressources.</b> <i>Je consulte le dictionnaire visuel. Je consulte les ressources dans la salle de classe. Je consulte mon dictionnaire personnel.</i>  Production: <i>Je prépare un dictionnaire personnel.</i>  Metacognitive: <i>Je réfléchis.</i>  Cooperative Learning: <b>J'encourage mes amis.</b> <i>Vas-y! Tu es capable! Bonne chance! Félicitations! Très bien! Bravo! J'aime ça!</i>	Comprehension: <b>J'identifie l'idée principale.</b> <i>Je relis le texte. J'identifie l'idée principale. J'identifie les détails. Je donne mon opinion.</i>  Production: <i>Je répète mon texte avec rythme.</i>  Metacognitive: <i>Je réfléchis.</i>  Cooperative Learning: <b>J'attends mon tour pour parler.</b> <i>C'est mon tour? C'est ton tour. Attends. Vas-y! Continue! Oups! Pardon. Excuse-moi! Je peux parler? J'ai une idée!</i>	Comprehension: <b>Je fais des liens.</b> <i>Je lis le texte. J'identifie l'idée principale. Je pense à mes expériences personnelles. Je pense au monde autour de moi.</i>  Production: <i>Je vérifie mon texte.</i>  Metacognitive: <i>Je réfléchis.</i>  Cooperative Learning: <b>J'aide mes amis.</b> <i>Tu as un problème? Ça ne va pas? Ça va mal? Oui. Je ne comprends pas. Est-ce que je peux t'aider? Oui, s'il te plaît! Merci! De rien!</i>	Comprehension: <b>Je vérifie ma compréhension.</b> <i>Je lis le texte. J'arrête souvent. Est-ce que je comprends? Oui, je comprends. Non, je ne comprends pas. Je relis. Je regarde les images. J'identifie les mots familiers et les mots amis.</i>  Production: <i>Je parle avec l'expression.</i>  Metacognitive: <i>Je réfléchis.</i>  Cooperative Learning: <b>Je donne mes idées.</b> <i>Selon moi, ... À mon avis, ... Je pense que... Voici mon idée. C'est mon opinion. Je suis d'accord. Je ne suis pas d'accord.</i>	Comprehension: <b>Je pose des questions.</b> <i>Quel(le)s sont... les mots familiers et les mots-amis? les mots importants? mes expériences personnelles? les liens dans ma communauté?</i>  Production: <i>J'utilise des ressources.</i>  Metacognitive: <i>Je réfléchis.</i>  Cooperative Learning: <b>Je donne de l'énergie à mon groupe.</b> <i>Allons-y! On est capable! Tope là! Très bien! Tu as un problème? Je peux t'aider? Oui, s'il te plaît. Selon moi, ... À mon avis, ... C'est mon opinion.</i>
With simple French, we can discuss our interests.	We can discuss our family origins, our favourite season, our birthdates, and food we like.	We can describe pastimes and activities for ourselves and our classmates.	We can talk about our family, describe a family member, and talk about family activities.	We can describe animals with opinions, and ideas.	We can describe multicultural experiences with food, dance, fashion, music, and sports.
Reciprocal interactions are possible even with limited French.	Communication goal: Building tolerance for differences. Interview a classmate and look for similarities and differences.	Communication goal: Exploring pastimes and activities. In a group, prepare a rap of common activities.	Communication goal: Talking about families. Describe a family member, interview a partner and draw his/her family member.	Communication goal: Exploring animal stereotypes. Defend an animal against negative perceptions.	Communication goal: Discovering multicultural influences in everyday life. Make a list of new experiences to try.

**Big Ideas Grade 7 and Échos Pro 2 (continued)**

BC Curriculum Grade 7	Module 1 <i>La grande aventure de Samuel</i>	Module 2 <i>Ah oui! J'aime ça!</i>	Module 3 <i>Ma famille et moi</i>	Module 4 <i>Les animaux : mythes et réalités</i>	Module 5 <i>Le Canada, c'est multiculturel!</i>
<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>					
<p>Stories allow us to understand ideas in a meaningful way.</p>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Une nouvelle aventure!</i></li> <li>- <i>L'hiver, c'est amusant!</i></li> <li>- <i>Joyeux anniversaire!</i></li> <li>- <i>Une fête à l'école!</i></li> <li>- <i>Un souper délicieux!</i></li> <li>- <i>Des lettres entre amis</i></li> <li>- <i>Des Canadiens haïtiens célèbres</i></li> <li>- <i>Des recettes d'Haïti</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Quel est ton sport préféré?</i></li> <li>- <i>Échos literacy text: Des passe-temps extraordinaires!</i></li> <li>- <i>Échos literacy mag: Des records extraordinaires!</i></li> <li>- <i>La musique, toujours la musique!</i></li> <li>- <i>Les Jeux de la francophonie canadienne</i></li> <li>- <i>Mes passe-temps (chanson)</i></li> <li>- <i>Participer à l'école, on aime ça!</i></li> <li>- <i>Mon projet</i></li> <li>- <i>Je peux</i></li> <li>- <i>Aider à la maison, c'est amusant?</i></li> <li>- <i>Quel est ton style?</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Zoom sur mon projet</i></li> <li>- <i>Des photos de famille</i></li> <li>- <i>Échos literacy text: La famille, c'est spécial</i></li> <li>- <i>Échos literacy mag: Mon album de souvenirs (écoute)</i></li> <li>- <i>Les cousines, c'est spécial!</i></li> <li>- <i>Chez nous (chanson)</i></li> <li>- <i>Nous fêtons le Nouvel An!</i></li> <li>- <i>Nous sommes branchés!</i></li> <li>- <i>Les fins de semaine en famille</i></li> <li>- <i>Échos literacy mag: Ma famille est spéciale!</i></li> <li>- <i>Je peux</i></li> <li>- <i>La famille de Néron</i></li> <li>- <i>La question du mois</i></li> <li>- <i>Dictionnaire visuel</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Zoom sur mon projet</i></li> <li>- <i>La grande course</i></li> <li>- <i>Échos literacy text: Vive le renard!</i></li> <li>- <i>Échos literacy mag: Cobalt et le renard curieux</i></li> <li>- <i>Les animaux dans les médias</i></li> <li>- <i>Mythe ou réalité?</i></li> <li>- <i>Des expressions amusantes! (chanson)</i></li> <li>- <i>Des animaux exotiques</i></li> <li>- <i>Échos literacy mag: Gymnastique orale</i></li> <li>- <i>Des décisions difficiles</i></li> <li>- <i>Je peux</i></li> <li>- <i>Le monde intrigant des animaux</i></li> <li>- <i>C'est quel animal?</i></li> <li>- <i>Dictionnaire visuel</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts):</p> <ul style="list-style-type: none"> <li>- <i>Mes découvertes gourmandes!</i></li> <li>- <i>Mes découvertes de la danse!</i></li> <li>- <i>Mes découvertes de la mode!</i></li> <li>- <i>La gigue québécoise</i></li> <li>- <i>Mes découvertes musicales! (chanson)</i></li> <li>- <i>Mes découvertes sportives!</i></li> <li>- <i>Un choix délicieux</i></li> <li>- <i>Le Canada dans le monde</i></li> <li>- <i>Parle-moi de...</i></li> </ul>
<p>Deepening our knowledge of Francophone communities helps us develop cultural awareness.</p>	<p>Lessons 4, 5: <i>Une nouvelle aventure!</i> Lessons 8, 9: <i>Joyeux anniversaire!</i> Lesson 10: <i>Une fête à l'école!</i> Lessons 11, 12: <i>Un souper délicieux!</i> Lessons 13, 14: <i>Des lettres entre amis</i> Lesson 19: <i>Des Canadiens haïtiens célèbres</i> Lesson 20: <i>Des recettes d'Haïti</i></p>	<p>Lesson 10: <i>Les Jeux de la francophonie canadienne</i></p>	<p>Lesson 12: <i>Nous fêtons le Nouvel An!</i> <i>Échos literacy text: La famille, c'est spécial (Vietnam)</i> Lessons 15, 16: <i>Les fins de semaines en famille</i> Lesson 21: <i>La famille de Néron</i> Lesson 22: <i>La question du mois</i></p>	<p>Lesson 12: <i>Des expressions amusantes!</i></p>	<p>Lessons 10, 11: <i>La gigue québécoise</i> Lesson 21: <i>Le Canada dans le monde</i> <i>Échos literacy mag: Planète jeunes : Bienvenue à Saint-Boniface</i></p>

## Grade 6 Learning Standards

BC Curriculum Grade 6	Module 1 <i>La grande aventure de Samuel</i>	Module 2 <i>Ah oui! J'aime ça!</i>	Module 3 <i>Ma famille et moi</i>	Module 4 <i>Les animaux : mythes et réalités</i>	Module 5 <i>Le Canada, c'est multiculturel!</i>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>French phonemes</li> <li>French letter patterns</li> </ul> <p><b>Curricular Competencies</b></p> <ul style="list-style-type: none"> <li>Recognize the relationship between pronunciation, including the role of intonation and tone of voice, and meaning.</li> <li>Begin to recognize the relationship between French letter patterns and pronunciation.</li> </ul>	<p>Learning about French phonemes, letter patterns and how they relate to pronunciation can be infused in any or all of the five modules. There are also many texts in the <i>Échos Pro</i> modules and <i>Échos</i> literacy texts in which students can examine letter patterns and pronunciation and teachers can assist in pointing them out.</p> <p>Using an oral strategy that develops with lots of questions and answers, students are exposed to audio and video text that have examples of intonation as well as tone, therefore this can be taught any time throughout the modules. Sometimes echo reading is done, this will help students to practice their intonation as well as tone for different settings and purposes.</p>				
<p><b>Curricular Competency</b></p> <p>Comprehend high-frequency vocabulary in slow, clear speech and other simple texts.</p>	<p>In every lesson of each of the modules, there are many ways for students to listen and comprehending high-frequency vocabulary. Many warm-up and wrap-up activities include students talking to each other. Listening texts and stories all provide opportunities for students to listen the teacher, classmates, or the recorded texts.</p>				
<p><b>Curricular Competency</b></p> <p>Identify key information and some details in slow, clear speech and other simple texts.</p>	<p>Lesson 1: Shared Listening Lesson 2: After Listening Lesson 3: Response to Text Lesson 9: Warm-up Lesson 10: Shared Viewing Lesson 11: During Reading Lesson 12: During Reading and After Reading Lesson 13: During Reading Lesson 14: During Oral Interaction Lesson 20: Shared Reading</p>	<p>Lesson 1: During Listening Lesson 2: Shared Listening Lesson 4: During Reading <i>Échos</i> literacy text: <i>Des passe-temps extraordinaires!</i> <i>Échos</i> literacy text, <i>Échos</i> literacy mag 2: <i>Des records extraordinaires!</i> Lesson 6: During Reading <i>Échos</i> literacy text: <i>Qu'est-ce que tu collectionnes?</i> Lesson 8: Before Reading Lesson 10: During Reading Lesson 11: During Listening/Viewing Lesson 14: During Listening Lesson 21: During Reading</p>	<p>Lesson 1: During Listening Lesson 2: After Listening Lesson 4: During Listening Lesson 5: Shared Listening 4 <i>Échos</i> literacy text: <i>La famille, c'est spécial</i> Lesson 7: Modelled Reading Lesson 8: After Reading Lesson 10: During Listening Lesson 12: During Reading Lesson 13: During Reading Lesson 15: During Viewing <i>Échos</i> literacy text: <i>Ma famille est spéciale</i> Lesson 21: During Reading Lesson 22: During Reading</p>	<p>Lesson 1: Warm-up, During Listening Lesson 2: Shared Listening 3 Lesson 4: During Listening <i>Échos</i> literacy text: <i>Vive le renard!</i> Lesson 6: During Reading Lesson 9: During Reading Lesson 12: During Reading Lessons 13, 14: Shared Viewing <i>Échos</i> literacy text: <i>Gymnastique orale</i> Lesson 15: During Reading Lesson 21: During Reading Lesson 22: During Reading</p>	<p>Lesson 1: During Listening Lesson 2: Shared Listening Lesson 4: During Reading Lesson 5: During Reading Lesson 6: Warm-up, During Reading Lesson 7: During Reading Lesson 8: During Listening Lesson 10: During Viewing Lesson 12: During Listening Lesson 14: During Reading Lesson 15: During Reading Lesson 20: During Reading Lesson 21: During Reading</p>
<p><b>Curricular Competency</b></p> <p>Understand simple stories.</p>	<p>Stories</p> <ul style="list-style-type: none"> <li>- <i>Une nouvelle aventure!</i></li> <li>- <i>L'hiver c'est amusant!</i></li> <li>- <i>Joyeux anniversaire!</i></li> <li>- <i>Une fête à l'école!</i></li> <li>- <i>Un souper délicieux!</i></li> <li>- <i>Des lettres entre amis</i></li> <li>- <i>Des Canadiens haïtiens célèbres</i></li> </ul>	<p>Stories (and informative texts)</p> <ul style="list-style-type: none"> <li>- <i>Quel est ton sport préféré?</i></li> <li>- <i>Échos</i> literacy text: <i>Des passe-temps extraordinaire!</i></li> <li>- <i>Échos</i> literacy mag: <i>Des records extraordinaires!</i></li> <li>- <i>La musique, toujours la musique!</i></li> <li>- <i>Les Jeux de la francophonie canadienne</i></li> <li>- <i>Mes passe-temps (chanson)</i></li> <li>- <i>Participer à l'école, on aime ça!</i></li> <li>- <i>Aider à la maison, c'est amusant?</i></li> <li>- <i>Quel est ton style?</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts)</p> <ul style="list-style-type: none"> <li>- <i>Zoom sur mon projet</i></li> <li>- <i>Des photos de famille</i></li> <li>- <i>Échos</i> literacy text: <i>La famille, c'est spécial</i></li> <li>- <i>Échos</i> literacy mag: <i>Mon album de souvenirs</i></li> <li>- <i>Les cousines, c'est spécial!</i></li> <li>- <i>Chez nous (chanson)</i></li> <li>- <i>Nous fêtons le Nouvel An!</i></li> <li>- <i>Nous sommes branchés!</i></li> <li>- <i>Les fins de semaine en famille</i></li> <li>- <i>Échos</i> literacy mag: <i>Ma famille est spéciale!</i></li> <li>- <i>Je peux</i></li> <li>- <i>La famille de Néron</i></li> <li>- <i>La question du mois</i></li> <li>- <i>Dictionnaire visuel</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts)</p> <ul style="list-style-type: none"> <li>- <i>Zoom sur mon projet</i></li> <li>- <i>La grande course</i></li> <li>- <i>Échos</i> literacy text: <i>Vive le renard!</i></li> <li>- <i>Échos</i> literacy mag: <i>Cobalt et le renard curieux</i></li> <li>- <i>Les animaux dans les médias</i></li> <li>- <i>Mythe ou réalité?</i></li> <li>- <i>Des expressions amusantes! (chanson)</i></li> <li>- <i>Des animaux exotiques</i></li> <li>- <i>Échos</i> literacy mag: <i>Gymnastique orale</i></li> <li>- <i>Des décisions difficiles</i></li> <li>- <i>Je peux</i></li> <li>- <i>Le monde intrigant des animaux</i></li> <li>- <i>C'est quel animal?</i></li> <li>- <i>Dictionnaire visuel</i></li> <li>- <i>Parle-moi de...</i></li> </ul>	<p>Stories (and informative texts)</p> <ul style="list-style-type: none"> <li>- <i>Mes découvertes gourmandes!</i></li> <li>- <i>Mes découvertes de la danse!</i></li> <li>- <i>Les découvertes de la mode!</i></li> <li>- <i>La gigue québécoise</i></li> <li>- <i>Mes découvertes musicales! (chanson)</i></li> <li>- <i>Mes découvertes sportives!</i></li> <li>- <i>Un choix délicieux</i></li> <li>- <i>Le Canada dans le monde</i></li> <li>- <i>Parle-moi de...</i></li> </ul>

**Grade 6 Learning Standards (continued)**

<b>BC Curriculum Grade 6</b>	<b>Module 1 <i>La grande aventure de Samuel</i></b>	<b>Module 2 <i>Ah oui! J'aime ça!</i></b>	<b>Module 3 <i>Ma famille et moi</i></b>	<b>Module 4 <i>Les animaux : mythes et réalités</i></b>	<b>Module 5 <i>Le Canada, c'est multiculturel!</i></b>
<b>Curricular Competency</b> Interpret non-verbal cues to increase understanding.	Throughout the module especially while the teacher models the new language.				
<b>Curricular Competency</b> Use strategies to increase understanding.	<p><i>J'encourage mes amis</i> : Lessons 2, 4, 5, 7, 8, 10, 11, T-chart in Student Resource Module p. 9, and <i>Fiche de stratégie 12</i>.</p> <p><i>Je consulte des ressources</i> : Lessons 7, 9, 12, 14, 19, 20, Student Resource pp. 10–11, and <i>Fiche de stratégie 13</i>.</p> <p><i>Je prépare un dictionnaire personnel</i> : Lesson 4, Student Resource Module p. 11, <i>Fiche de stratégie 14</i>.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation 1, 2, 3, 4</i></p>	<p><i>J'attends mon tour pour parler</i> : Lessons 3, 9, 11, 16, 17, T-chart in Student Resource Module page 9, and <i>Fiche de stratégie 15</i>.</p> <p><i>J'identifie l'idée principale</i> : Lessons 4, 6, 10, 13, 20, Student Resource Module pp. 10–11, and <i>Fiche de stratégie 16</i>.</p> <p><i>Je répète mon texte avec rythme</i> : Lesson 4, Student Resource Module p. 23, <i>Fiche de stratégie 14</i>.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation 1, 2, 3, 4</i></p>	<p><i>J'aide mes amis</i> : Lessons 3, 5, 10, 11, 12, T-chart in Student Resource Module p. 9, and <i>Fiche de stratégie 17</i>.</p> <p><i>Je fais des liens</i> : Lessons 5, 8, 10, 14, 15, 21, 22, Student Resource Module pp. 10–11, and <i>Fiche de stratégie 18</i>.</p> <p><i>Je vérifie mon texte avec un(e) partenaire</i> : Lesson 9, Student Resource Module p. 23, <i>Fiche de stratégie 14</i>.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation 1, 2, 3, 4</i></p>	<p><i>Je donne mes idées</i> : Lessons 2, 3, 6, 8, 13, 14, 15, 21, T-chart in Student Resource Module p. 9, and <i>Fiche de stratégie 19</i>.</p> <p><i>Je vérifie ma compréhension</i> : Lessons 6, 9, 12, 15, 21, Student Resource Module pp. 10–11, and <i>Fiche de stratégie 20</i>.</p> <p><i>Je parle avec expression</i> : Lesson 5, Student Resource Module p. 22, <i>Fiche de stratégie 14</i>.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation 1, 2, 3, 4</i></p>	<p><i>Je donne de l'énergie à mon groupe</i> : Lessons 3, 9, 11, 13, 15, T-chart in Student Resource Module p. 9, and <i>Fiche de stratégie 21</i>.</p> <p><i>Je pose des questions</i> : Lessons 4, 6, 14, 20, 21, Student Resource Module pp. 10–11, and <i>Fiche de stratégie 22</i>.</p> <p><i>J'utilise des ressources</i> : Lesson 9, Student Resource Module p. 22, <i>Fiches de stratégie 3 and 14</i>.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation 1, 2, 3, 4</i></p>
<b>Curricular Competency</b> Respond appropriately to questions, simple commands, and instructions.	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.				
<b>Curricular Competency</b> Seek clarification of meaning using common statements and questions.	Students may seek clarification throughout the module with support of the teacher. Students may use new phrases or those provided in previous modules to seek clarification as needed.				
<b>Content</b> Common, high-frequency vocabulary and sentence structures for communicating meaning: - Asking and responding to different types of questions. <b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Ask and answer simple questions in context.	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 <i>Échos Pro 2</i> as well as in the <i>Échos</i> literacy teacher's guide.				

**Grade 6 Learning Standards (continued)**

<b>BC Curriculum Grade 6</b>	<b>Module 1 <i>La grande aventure de Samuel</i></b>	<b>Module 2 <i>Ah oui! J'aime ça!</i></b>	<b>Module 3 <i>Ma famille et moi</i></b>	<b>Module 4 <i>Les animaux : mythes et réalités</i></b>	<b>Module 5 <i>Le Canada, c'est multiculturel!</i></b>
<p><b>Content</b> Common, high-frequency vocabulary and sentence structures for communicating meaning: - Expressing common emotions and describing states of physical health. <b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Describe common emotions and states of physical health.</p>	Lessons 4, 5: <i>Je suis nerveux / nerveuse.</i>		Lesson 21: <i>La famille Néron : J'ai faim.</i>	Échos literacy text: <i>Vive le Renard! : J'ai faim! J'ai soif! Et les émotions.</i> Lesson 12: <i>Des expressions amusantes!</i>	Lessons 4, 5: <i>J'ai faim!</i>
<p><b>Content</b> Common, high-frequency vocabulary and sentence structures for communicating meaning: - Describing others. - Describing hobbies and topics of interest. <b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Describe people and objects.</p>	Throughout this module, students make comparisons through the description of themselves and a student who immigrates to Canada from Haiti. Students describe each other's family origin, season preferences, birthdays, and food preferences.	Throughout this module students describe favourite leisure activities including sports, music, activities they do at home, clubs, and activities at school.	Students are able to describe their family members and activities they do with their families.	Students describe relationships between humans and animals and describe animals in terms of their roles as friend, helper, and contributor to the planet's ecosystem.	Students describe food, art, music, sports, and fashion in relation to Canada's multiculturalism.
<p><b>Content</b> Common high-frequency vocabulary and sentence structures for communicating meaning: - Expressing reasons for likes dislikes, and preferences. <b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Give reasons for likes and dislikes.</p>	In every module there are multiple possibilities for students to express their likes and dislikes. Below are some examples in each module.				
	Seasons and food preferences.	Leisure activities: sports, music, clubs, activities.	Activities they do with their families.	Animals – myths, roles.	Food, art, dance, music, sport, fashion.



**Grade 6 Learning Standards (continued)**

<b>BC Curriculum Grade 6</b>	<b>Module 1 <i>La grande aventure de Samuel</i></b>	<b>Module 2 <i>Ah oui! J'aime ça!</i></b>	<b>Module 3 <i>Ma famille et moi</i></b>	<b>Module 4 <i>Les animaux : mythes et réalités</i></b>	<b>Module 5 <i>Le Canada, c'est multiculturel!</i></b>
<p><b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Share basic information about events.</p>	<p>Students can share information about Samuel's new experiences in Canada.</p>	<p>Students can describe the Canadian Francophone games as well as events or activities they do in different seasons</p>	<p>Students can describe the activities they do with their families.</p>	<p>Students can describe animal events in the media and the exotic animals that are presented in a video.</p>	<p>Students can describe details about cultural events in Canada.</p>
<p><b>Curricular Competency</b> Use visuals or technology to assist in communicating.</p>	<p><i>Échos Pro</i> and <i>Échos</i> 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 <i>Échos Pro 2</i> because often students are familiar with these formats in their first language. In the first module of <i>Échos Pro 2</i>, students have to consult their resources and prepare a personal dictionary.</p>				
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• There are many Francophone and Francophone Métis communities across Canada.</li> <li>• Basic information about a Francophone or Francophone Métis community in Canada.</li> <li>• Common high-frequency vocabulary and sentence structures for communicating meaning: - Describing cultural aspects of communities.</li> </ul> <p><b>Curricular Competencies</b></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> <li>• Identify and share information about a Francophone community in Canada.</li> </ul>	<p>Lessons 4, 5: <i>Une nouvelle aventure!</i> Lessons 8, 9: <i>Joyeux anniversaire!</i> Lesson 10: <i>Une fête à l'école!</i> Lessons 11, 12: <i>Un souper délicieux!</i> Lessons 13, 14: <i>Des lettres entre amis</i> Lesson 19: <i>Des Canadiens haïtiens célèbres</i> Lesson 20: <i>Des recettes d'Haïti</i></p>	<p>Lesson 10: <i>Les Jeux de la francophonie canadienne</i></p>	<p>Lesson 12: <i>Nous fêtons le Nouvel An!</i> <i>Échos</i> literacy text: <i>La famille, c'est spécial (Vietnam)</i> Lessons 15, 16: <i>Les fins de semaines en famille</i> Lesson 21: <i>La famille de Néron</i> Lesson 22: <i>La question du mois</i></p>	<p>Lesson 12: <i>Des expressions amusantes!</i></p>	<p>Lessons 10, 11: <i>La gigue québécoise</i> Lesson 21: <i>Le Canada dans le monde</i> <i>Échos</i> literacy mag: <i>Planète jeunes : Bienvenue à Saint-Boniface</i></p>
<ul style="list-style-type: none"> <li>• Other indigenous content.</li> </ul>					<p>Lessons 14, 15</p>

## Grade 7 Learning Standards

BC Curriculum Grade 7	Module 1 <i>La grande aventure de</i>	Module 2 <i>Ah oui! J'aime ça!</i>	Module 3 <i>Ma famille et moi</i>	Module 4 <i>Les animaux : mythes et</i>	Module 5 <i>Le Canada, c'est multiculturel!</i>
<b>Content</b> French letter patterns <b>Curricular Competency</b> Recognize the relationship between French letter patterns and pronunciation.	These two elements can be infused in any or all of these five modules. There are also many texts in the <i>Échos Pro</i> and <i>Échos</i> literacy in which students can examine letter patterns and teachers can assist in pointing them out.				
<b>Curricular Competency</b> Use intonation and tone effectively to convey meaning in French.	Since <i>Échos Pro</i> uses the literacy, in that includes a lot of oral development, students are exposed to teacher and peers reading, audio, and video texts that have examples of intonation as well as tone, therefore this can be taught any time throughout the modules. Sometimes echo reading is done, this will help students to practice their intonation as well as tone for different settings and purposes.				
<b>Curricular Competency</b> Understand increasingly complex key information and supporting details in slow, clear speech and other simple texts.	Lesson 1: Shared Listening Lesson 2: After Listening Lesson 3: Response to Text Lesson 9: Warm-up Lesson 10: Shared Viewing Lesson 11: During Reading Lesson 12: During Reading and After Reading Lesson 13: During Reading Lesson 14: During Oral Interaction Lesson 20: Shared Reading	Lesson 1: During Listening Lesson 2: Shared Listening Lesson 4: During Reading <i>Échos</i> literacy text: <i>Des Passe-temps extraordinaires!</i> <i>Échos</i> literacy text, <i>Échos</i> literacy mag 2: <i>Des records extraordinaires!</i> Lesson 6: During Reading <i>Échos</i> literacy text: <i>Qu'est-ce que tu collectionnes?</i> Lesson 8: Before Reading Lesson 10: During Reading Lesson 11: During Listening/Viewing Lesson 14: During Listening Lesson 21: During Reading	Lesson 1: During Listening Lesson 2: After Listening Lesson 4: During Listening Lesson 5: Shared Listening 4 <i>Échos</i> literacy text: <i>La famille, c'est spécial</i> Lesson 7: Modelled Reading Lesson 8: After Reading Lesson 10: During Listening Lesson 12: During Reading Lesson 13: During Reading Lesson 15: During Viewing <i>Échos</i> literacy text: <i>Ma famille est spéciale</i> Lesson 21: During Reading Lesson 22: During Reading	Lesson 1: Warm-up, During Listening Lesson 2: Shared Listening 3 Lesson 4: During Listening <i>Échos</i> literacy text: <i>Vive le renard!</i> Lesson 6: During Reading Lesson 9: During Reading Lesson 12: During Reading Lessons 13, 14: Shared Viewing <i>Échos</i> literacy text: <i>Gymnastique orale</i> Lesson 15: During Reading Lesson 21: During Reading Lesson 22: During Reading	Lesson 1: During Listening Lesson 2: During Listening Lesson 4: During Reading Lesson 5: During Reading Lesson 6: Warm-up, During Reading Lesson 7: During Reading Lesson 8: During Listening Lesson 10: During Viewing Lesson 12: During Listening Lesson 14: During Reading Lesson 15: During Reading Lesson 20: During Reading Lesson 21: During Reading
<b>Content</b> Common elements of stories. <b>Curricular Competency</b> Understand simple stories.	Stories - <i>Une nouvelle aventure!</i> - <i>L'hiver c'est amusant!</i> - <i>Joyeux anniversaire!</i> - <i>Une fête à l'école!</i> - <i>Un souper délicieux!</i> - <i>Des lettres entre amis</i> - <i>Des Canadiens haïtiens célèbres</i>	Stories (and informative texts) - <i>Quel est ton sport préféré?</i> - <i>Échos</i> literacy text: <i>Des passe-temps extraordinaire!</i> - <i>Échos</i> literacy mag: <i>Des records extraordinaires!</i> - <i>La musique, toujours la musique!</i> - <i>Les Jeux de la francophonie canadienne</i> - <i>Mes passe-temps (chanson)</i> - <i>Participer à l'école, on aime ça!</i> - <i>Aider à la maison, c'est amusant?</i> - <i>Quel est ton style?</i> - <i>Parle-moi de...</i>	Stories (and informative texts) - <i>Zoom sur mon projet</i> - <i>Des photos de famille</i> - <i>Échos</i> literacy text: <i>La famille, c'est spécial</i> - <i>Échos</i> literacy mag: <i>Mon album de souvenirs (L'écoute)</i> - <i>Les cousines, c'est spécial!</i> - <i>Chez nous (chanson)</i> - <i>Nous fêtons le Nouvel An!</i> - <i>Nous sommes branchés!</i> - <i>Les fins de semaine en famille</i> - <i>Échos</i> literacy mag: <i>Ma famille est spéciale!</i> - <i>Je peux</i> - <i>La famille de Néron</i> - <i>La question du mois</i> - <i>Dictionnaire visuel</i> - <i>Parle-moi de...</i>	Stories (and informative texts) - <i>Zoom sur mon projet</i> - <i>La grande course</i> - <i>Échos</i> literacy text: <i>Vive le renard!</i> - <i>Échos</i> literacy mag: <i>Cobalt et le renard curieux</i> - <i>Les animaux dans les médias</i> - <i>Mythe ou réalité?</i> - <i>Des expressions amusantes! (chanson)</i> - <i>Des animaux exotiques</i> - <i>Échos</i> literacy mag: <i>Gymnastique orale</i> - <i>Des décisions difficiles</i> - <i>Je peux</i> - <i>Le monde intrigant des animaux</i> - <i>C'est quel animal?</i> - <i>Dictionnaire visuel</i> - <i>Parle-moi de...</i>	Stories (and informative texts) - <i>Mes découvertes gourmandes!</i> - <i>Mes découvertes de la danse!</i> - <i>Les découvertes de la mode!</i> - <i>La gigue québécoise</i> - <i>Mes découvertes musicales! (chanson)</i> - <i>Mes découvertes sportives!</i> - <i>Un choix délicieux</i> - <i>Le Canada dans le monde</i> - <i>Parle-moi de...</i>

**Grade 7 Learning Standards (continued)**

<b>BC Curriculum Grade 7</b>	<b>Module 1 <i>La grande aventure de</i></b>	<b>Module 2 <i>Ah oui! J'aime ça!</i></b>	<b>Module 3 <i>Ma famille et moi</i></b>	<b>Module 4 <i>Les animaux : mythes et</i></b>	<b>Module 5 <i>Le Canada, c'est multiculturel!</i></b>
<p><b>Curricular Competency</b> Use strategies to increase understanding.</p>	<p><i>J'encourage mes amis</i> : Lessons 2, 4, 5, 7, 8, 10, 11, T-chart in Student Resource Module p. 9, and <i>Fiche de stratégie</i> 12.</p> <p><i>Je consulte des ressources</i> : Lessons 7, 9, 12, 14, 19, 20, Student Resource pp. 10–11, and <i>Fiche de stratégie</i> 13.</p> <p><i>Je prépare un dictionnaire personnel</i> : Lesson 4, Student Resource Module p. 11, <i>Fiche de stratégie</i> 14.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation</i> 1, 2, 3, 4</p>	<p><i>J'attends mon tour pour parler</i> : Lessons 3, 9, 11, 16, 17, T-chart in Student Resource Module page 9, and <i>Fiche de stratégie</i> 15.</p> <p><i>J'identifie l'idée principale</i> : Lessons 4, 6, 10, 13, 20, Student Resource Module p. 10-11, and <i>Fiche de stratégie</i> 16.</p> <p><i>Je répète mon texte avec rythme</i> : Lesson 4, Student Resource Module p. 23, <i>Fiche de stratégie</i> 14.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation</i> 1, 2, 3, 4</p>	<p><i>J'aide mes amis</i> : Lessons 3, 5, 10, 11, 12, T-chart in Student Resource Module p. 9, and <i>Fiche de stratégie</i> 17.</p> <p><i>Je fais des liens</i> : Lessons 5, 8, 10, 14, 15, 21, 22, Student Resource Module pp. 10–11, and <i>Fiche de stratégie</i> 18.</p> <p><i>Je vérifie mon texte avec un(e) partenaire</i> : Lesson 9, Student Resource Module p. 23, <i>Fiche de stratégie</i> 14.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation</i> 1, 2, 3, 4</p>	<p><i>Je donne mes idées</i> : Lessons 2, 3, 6, 8, 13, 14, 15, 21, T-chart on p. 9 of Student Resource Module, and <i>Fiche de stratégie</i> 19.</p> <p><i>Je vérifie ma compréhension</i>: Lessons 6, 9, 12, 15, 21, Student Resource Module pp. 10–11, and <i>Fiche de stratégie</i> 20.</p> <p><i>Je parle avec expression</i> : Lesson 5, Student Resource Module p. 22, <i>Fiche de stratégie</i> 14.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation</i> 1, 2, 3, 4</p>	<p><i>Je donne de l'énergie à mon groupe</i> : Lessons 3, 9, 11, 13, 15, T-chart on p. 9 of Student Resource Module, and <i>Fiche de stratégie</i> 21.</p> <p><i>Je pose des questions</i> : Lessons 4, 6, 14, 20, 21, Student Resource Module pp. 10–11 and <i>Fiche de stratégie</i> 22.</p> <p><i>J'utilise des ressources</i> : Lesson 9, Student Resource Module p. 22, <i>Fiches de stratégie</i> 3 and 14.</p> <p><i>Je réfléchis</i> : <i>Fiches d'évaluation</i> 1, 2, 3, 4</p>
<p><b>Curricular Competency</b> Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions.</p>	<p>Many activities throughout every module has a variety of activities that allows students to complete tasks while responding to questions or asking relevant follow-up questions. This is particularly noticeable when the instruction is done entirely in French.</p>				
<p><b>Curricular Competency</b> Seek clarification of meaning using a variety of statements and questions.</p>	<p>Students may seek clarification throughout the module with support of the teacher. Students may use new phrases or those provided in previous modules to seek clarification as needed.</p>				
<p><b>Content</b> Common, high-frequency vocabulary and sentence structure for communicating meaning: - Asking and responding to different types of questions.</p> <p><b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Ask and answer simple questions in context.</p>	<p>Oral language is infused throughout every module in <i>Échos Pro</i>. Students are often engaged in activities where they ask and answer questions in context about various topics, literature, or themes.</p>				
<p><b>Content</b> Common, high-frequency vocabulary and sentence structures for communicating meaning: - Describing others.</p> <p><b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Describe important people in their community and key characters in texts.</p>	<p>Throughout this module, students make comparisons through the description of themselves and a student who immigrates to Canada from Haiti. Students describe each other's family origin, season preferences, birthdays, and food preferences.</p>	<p>Throughout this module students describe favourite leisure activities including sports, music, activities they do at home, clubs, and activities at school.</p>	<p>Students are able to describe their family members and activities they do with their families.</p>	<p>Students describe relationships between humans and animals and describe animals in terms of their roles as friend, helper, and contributor to the planet's ecosystem.</p>	<p>Students describe food, art, music, sports, and fashion in relation to Canada's multiculturalism.</p>

**Grade 7 Learning Standards (continued)**

BC Curriculum Grade 7	Module 1 <i>La grande aventure de</i>	Module 2 <i>Ah oui! J'aime ça!</i>	Module 3 <i>Ma famille et moi</i>	Module 4 <i>Les animaux : mythes et</i>	Module 5 <i>Le Canada, c'est multiculturel!</i>
<p><b>Content</b> Common, high-frequency vocabulary and sentence structures for communicating meaning: - Describing locations and giving directions.</p> <p><b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Describe locations and give simple directions.</p>					
<p><b>Content</b> Common, high-frequency vocabulary and sentence structures for communicating meaning: - Explaining reasons for likes, dislikes and preferences.</p> <p><b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Explain reasons for likes, dislikes, and preferences.</p>	In every module there are multiple possibilities for students to express their likes and dislikes. Below are some examples in each module.				
	Seasons and food preferences	Leisure activities: sports, music, clubs, activities.	Activities they do with their families.	Animals – myths, roles.	Food, art, dance, music, sport, fashion.
<p><b>Content</b> Common, high-frequency vocabulary and sentence structures for communicating meaning: - Making simple comparisons.</p> <p><b>Curricular Competency</b> Exchange ideas and information using complete sentences, orally and in writing: - Make simple comparisons.</p>	This module is all about students making comparisons through the description of themselves and a student who immigrates to Canada from Haiti. Students describe each other's family origin, season preferences, birthdays, and food preferences.	Throughout this module students are able to compare themselves with others in relation to favourite leisure activities including sports, music, activities they do at home, clubs, and activities at school.	Students are able to make comparisons of their family members and activities they do with their families.	Students have to decide whether there are myths about animals or if they are the reality. Students compare their responses to each other.	Many comparisons can be made about food, art, music, sports, and fashion.
<p><b>Curricular Competency</b> Share information using more than one mode of presentation.</p>	<i>Échos Pro</i> and <i>Échos</i> 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 (some examples include visuals and technology).				

**Grade 7 Learning Standards (continued)**

<b>BC Curriculum Grade 7</b>	<b>Module 1 <i>La grande aventure de</i></b>	<b>Module 2 <i>Ah oui! J'aime ça!</i></b>	<b>Module 3 <i>Ma famille et moi</i></b>	<b>Module 4 <i>Les animaux : mythes et</i></b>	<b>Module 5 <i>Le Canada, c'est multiculturel!</i></b>
<p><b>Content</b> Where French is spoken around the world.</p> <p><b>Curricular Competency</b> Demonstrate basic awareness of Francophone communities around the world.</p>	<p>This module is based around a Francophone student from Haiti and how he integrates into Canada. There is also a student from Morocco in the Student Resource Module.</p>				
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Information about Francophone and Francophone Métis communities across Canada.</li> <li>Francophone people live on First Peoples territories across Canada.</li> <li>Common, high-frequency vocabulary and sentence structures for communicating meaning: - Describing cultural aspects of communities.</li> </ul> <p><b>Curricular Competencies</b></p> <ul style="list-style-type: none"> <li>Identify, share, and compare information about Francophone and Francophone Métis communities in Canada.</li> <li>Identify cultural aspects of Francophone communities.</li> </ul>	<p>Lessons 4, 5: <i>Une nouvelle aventure!</i> Lessons 8, 9: <i>Joyeux anniversaire!</i> Lesson 10: <i>Une fête à l'école!</i> Lessons 11, 12: <i>Un souper délicieux!</i> Lessons 13, 14: <i>Des lettres entre amis</i> Lesson 19: <i>Des Canadiens haïtiens célèbres</i> Lesson 20: <i>Des recettes d'Haïti</i></p>	<p>Lesson 10: <i>Les Jeux de la francophonie canadienne</i></p>	<p>Lesson 12: <i>Nous fêtons le Nouvel An!</i> Échos literacy text: <i>La famille, c'est spécial (Vietnam)</i> Lessons 15, 16: <i>Les fins de semaines en famille</i> Lesson 21: <i>La famille de Nèron</i> Lesson 22: <i>La question du mois</i></p>	<p>Lesson 12: <i>Des expressions amusantes!</i></p>	<p>Lessons 10, 11: <i>La gigue québécoise</i> Lesson 21: <i>Le Canada dans le monde</i> Échos literacy mag: <i>Planète jeunes: Bienvenue à Saint-Boniface</i></p>
Other indigenous content.					Lessonx 14, 15