Big Ideas Grade 8 and Échos Pro 3

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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.

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.

Listening and viewing with intent deepens our understanding of French.

- Listen to a song about friendship.
- Listen to a popular children’s song that is also a walking song (in video).
- Listen to directions and use the vous de politesse.
- Listen to directions and use the vous de politesse.
- Listen to a song by a Francais singer.
- Listen to a song by a Francais singer.

Visual texts: Throughout the module.

Audio texts: Lessons 8–10, 14, 15–17, 27, 28.

We can express ourselves and talk about the world around us in French.

- We can talk about a past friend, telephone and invite a friend, and participate in a conversation.
- We can talk about outdoor excursions, make preparations for an excursion and help someone in a first aid situation.
- We can talk about a city you want to go to and how well you got there, give directions using a map, order a meal, and buy a ticket for a local attraction.
- We can talk about ecological issues, participate in a role play, and talk about the purpose and materials of new objects.
- We can describe examples of French in our environment, talk about traditional francophone art and music, and demonstrate a recipe.

With increased fluency in French, we can participate more actively in reciprocal interactions.

- Communication goal: Talking about your best friend. Participate in conversations, read opinions and profiles, and prepare a personal profile.
- Communication goal: Exploring outdoor excursions. Make preparations, help someone in a first aid situation, read advertisements about excursions, and prepare an advertisement.
- Communication goal: Discovering Montreal. Talk about a city you want to visit, give directions using a map, order a meal, and buy a ticket for a local attraction.
- Communication goal: Participating in a role play. Create a poster to promote an ecological action. Present a way to reuse an item that is often thrown away.
- Communicate goal: Describing examples of French in the immediate environment. Prepare a photomontage illustrating the presence of French in your community, sign up for art and music workshops, and become a Chef en herbe!

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.

- Stories (and informative texts): Échos Pro
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<td>Creative works allow us to experience culture in an authentic way.</td>
<td>In each of the five modules in <em>Échos Pro</em> 3, students do three smaller tasks to show their learning. These tasks are often using creative works to share their learning. Some examples include role-play, creating a poster, preparing a video, preparing a photo-montage, preparing an advertisement, creating an image, or writing an email.</td>
<td>Lesson 14: Listen to a song by an Acadian singer, Read about Acadian culture and expressions, Lesson 15–17: Learn about a Franco-Ontarian music group (Swing), Lesson 17: Talk about artists who sing in French and in other languages, Lesson 24: Listen to a popular children’s song that is also a French walking song,</td>
<td>Lessons 13, 19: Looking at the architecture in Vieux-Montréal, Lessons 1–2, 26–28: Looking at souvenirs, Lessons 1–3: Learn about First Nations rapper from Northern Québec who sings in French and Algonquin, Lesson 30: Read artist biographies, Lessons 1–2: Learn about French roots of the national anthem, Mon drobault, the francophone provincial anthem in Ontario, Lessons 13, 14: Traditional French Canadian instruments and learn about a call and response song, Lessons 15, 16: Read about traditional Mi’kmaq and francophone crafts in Saskatchewan,</td>
<td>Lessons 1–3: Learn about First Nations rapper from Northern Québec who sings in French and Algonquin, Lesson 4, 5: Learn that continents vary in number depending on what the national perspective is, Lessons 4–11: Learn to read graphs in French, Lesson 14: Talk about linguistic groups in one’s own province, Lesson 30: Read artist biographies, Lessons 14, 31: Write an appreciative email to a musician’s artist,</td>
<td>Lessons 1–2: Learn about the French roots of the national anthem and about Mon drobault, the francophone provincial anthem in Ontario, Lessons 3, 4: Learn that New-Brunswick is the only province in Canada that is officially bilingual, Lesson 5: Compare the number of people who speak French and other languages in BC, Lessons 5–7: Discover the number of people who speak French as their second or third language, Lessons 6–9: Learn that all cultures in Canada have to be in French and English, Lesson 12: Identify Canadian towns or landmarks with French names, Lesson 13, 14: Listen to traditional French Canadian instruments and learn about a call and response song, Lesson 15–17: Read about traditional Mi’kmaq and francophone crafts in Saskatchewan, Lesson 21, 22: Learn about the importance of Sakkaton berries in Western Canada,</td>
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<td>Lessons 6–8: Learn that there are multiple Creole languages, Lesson 14: Listen to a song by an Acadian singer, Read about Acadian culture and expressions, Lessons 15–17: Learn about a Franco-Ontarian music group (Swing), Lesson 17: Talk about artists who sing in French and in other languages, Lesson 18: Apply and compile French sociolinguistic conventions when writing an invitation (date, time, address, and phone number), Lessons 20, 21: Learn different expressions for shopping used by Francophones from Canada and France,</td>
<td>Lessons 4, 5: Place names: Gaspé, Montréal, Quebec etc, Lesson 5: Look up the meaning and origin of place names in their region, Lesson 9: Use and compare greetings in the Dala language with greetings in other languages, Lessons 11, 12: Learn the First Nations story told to the place name Mont-Tremblant, Lesson 17: Complete a French order form, Lesson 20: Learn about a popular children’s song that is also a French walking song, Lesson 28: Learn some facts about Canada’s voyagers and about the town of Port William, Lesson 29: Reflect on cultures,</td>
<td>Lessons 1–3, 4–6, 26–28: Learn the background information about Montreal’s name, La Ronde, the Max theatre and the Quebec flag, Lessons 7–9: Learn that Bathurst, New-Brunswick is a primarily francophone community, Lesson 3: Compare their community to the city of Montréal, Lessons 15, 16: Compare one’s neighbourhood to a Montréal neighbourhood, Lesson 16: Compare modes of transportation to one’s own community, Lessons 20, 21: Learn about Jewish origin of stroked meat and bigos,</td>
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BC Curriculum and *Échos Pro* 3 Correlation

[www.pearsoncanada.ca/fsi](http://www.pearsoncanada.ca/fsi)
## Grade 8 Learning Standards

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**Comprehension:**
- J'identifie les idées principales.
- J'analyse les idées principales.
- J'identifie les détails.
- J'analyse les détails.
- J'en déduis des conclusions.
- J'analyse les conclusions.

**Production:**
- Je parle en français.
- Je raconte une histoire.
- Je fais des questions.
- Je fais des suggestions.
- Je donne des instructions.
- Je donne des conseils.

**Metacognitive:**
- Je réfléchis.
- Je révise.
- Je suis organisé.
- Je suis créatif.
- Je suis critique.
- Je suis réceptif.

**Cooperative Learning:**
- J'aide mes pairs.
- Je participe activement.
- Je suis à l'écoute.
- Je suis respectueux.
- Je suis constructif.
- Je suis créatif.

**Curricular Competency:**
- Comprendre et utiliser des informations.
- Écrire des textes ou des discours.
- Utiliser des stratégies d'apprentissage.
- Utiliser des stratégies de révision.
- Utiliser des stratégies de rédaction.
- Utiliser des stratégies de communication orale.

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**BC Curriculum Grade 8**
- French letter patterns
- Curricular Competency
- Recognize the relationship between French letter patterns and pronunciation.

**Curricular Competency**
- Use a variety of strategies to increase understanding.

**Curricular Competency**
- Understand increasingly complex key information and supporting details in texts.

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**Content**
- Common elements of stories.
- Past, present, and future timeframes.
- Curricular Competencies.

**Curricular Competency**
- Understand and retell stories.
- Narrate simple stories.

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**Stories (and informative texts):**
- Explorent l'histoire.
- Les aventures dans le monde.
- Des aventures dans le monde.
- Des aventures dans le Grand Nord.

**Stories (and informative texts):**
- Échos d'histoire.
- Les inventions.
- Des inventions.
- Des inventions canadiennes.

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**Comprehension:**
- Je lis la page.
- Je lis la page.
- Je lis la page.
- Je lis la page.

**Production:**
- J'explore une idée.
- J'écris une histoire.
- J'explore une idée.
- J'écris une histoire.

**Metacognitive:**
- Je réfléchis.
- Je réfléchis.
- Je réfléchis.
- Je réfléchis.

**Cooperative Learning:**
- Je coopère avec mes pairs.
- Je coopère avec mes pairs.
- Je coopère avec mes pairs.
- Je coopère avec mes pairs.

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<td>Curricular Competency</td>
<td>Seek clarification of and provide verification of meaning.</td>
<td>Students may seek clarification throughout the modules. Students may use new phrases or those provided in previous modules to seek clarification as needed.</td>
<td>Content</td>
<td>Common, high-frequency vocabulary and sentence structures for communicating meaning.</td>
<td>Oral language is infused throughout every module in Échos Pro. Students are often engaged in activities where they ask and answer questions in context about various topics, literature, or themes.</td>
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<td>Curricular Competency</td>
<td>Exchange ideas and information using complete sentences orally and in writing.</td>
<td>- Asking and responding to different types of questions.</td>
<td>Lesson 16: Invite a friend to a concert (time). Lessons 18, 19: Read an online invitation, write an invitation (time). Lessons 20, 21: Response to text (time). Lessons 22, 23: Spontaneous role play: Calling and inviting a friend. Lessons 24, 25: How long you have attended a school (dates).</td>
<td>Lesson 8: Travel times.</td>
<td>Lesson 5–7: Time it takes to graduate. Lesson 8–11: Facts that include timelines. Lesson 21: Wasting water and math calculations.</td>
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www.pearsoncanada.ca/fsl
## Grade 8 Learning Standards (continued)

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<td>Content</td>
<td>Common, high-frequency vocabulary and sentence structures for communicating meaning: - Comparing and contrasting. Curricular Competency Exchange ideas and information using complete sentences orally and in writing: - Compare and contrast basic characteristics of objects and people.</td>
<td>Lesson 7: Wrap-up: State a similarity, Lessons 8, 10: Similarities and differences between self and friends, Lesson 18: Compare and contrast invitations in French and in English,</td>
<td>Lessons 15, 16: Decide what to wear and bring for different excursions,</td>
<td>Lesson 3: Compare their community to the city of Montréal, Lessons 13, 14: Compare traditional French Canadian and Métis music with other traditional music, Lessons 15, 16: Compare one’s neighbourhood to a Montréal neighbourhood,</td>
<td>There are lots of possibilities for students to compare and contrast in this module, although it is not taught directly. The most obvious comparison is with recycled goods versus their upcycled projects! Students can then give opinions on whether they think these items are practical or creative. Students compare their own traditions, food, and cities to others throughout this module.</td>
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<td>Content</td>
<td>Common, high-frequency vocabulary and sentence structures for communicating meaning: - Explaining reasons for preferences, emotions, and physical states. Curricular Competency Exchange ideas and information using complete sentences orally and in writing: - Explain reasons for emotional and physical states.</td>
<td>Lesson 1: Classmate’s preferences, Lesson 3: Express emotions, Lesson 4: Wrap-up: Express feelings, Lesson 11: Wrap-up: Activity Preferences Lesson 14: Wrap-up: Express feelings about an activity, Lessons 25, 26: Reading about a student who needs advice, Lesson 25: Wrap-up: Choose a preferred advice, Lesson 26: Pictures of emotions to create a conversation, Lessons 27, 28: Learning to give advice to friends, Lesson 29: Role-play a conversation to help a friend with a problem.</td>
<td>Lesson 13: Warm-up: Reasons for choosing an excursion, Lessons 21-27: Theme C: First-aid situations – lots of examples of physical states, symptoms, ailments, and first-aid,</td>
<td>Lesson 4: Warm-up: Describe preferences about a destination and the attractions, Lesson 5: Explain reasons why you would like to visit attractions.</td>
<td>Throughout this module there are examples of how pollution affects people, the earth and animals. Cause and effect and solutions to all these types of solutions are discussed. (Lessons 6-8: plastic, Lessons 9-11: water, Échos literacy mag: air)</td>
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<td>Content</td>
<td>Common, high-frequency vocabulary and sentence structures for communicating meaning: - Expressing basic beliefs and opinions. Curricular Competency Exchange ideas and information using complete sentences orally and in writing: - Express basic beliefs and opinions.</td>
<td>Lesson 8: Warm-up: Give and opinion about an activity.</td>
<td>Je donne mon opinion is a comprehension strategy in this module therefore it will come up several times throughout the module, while using this strategy, Lesson 13: Choosing an excursion and giving reasons, Lesson 15: Shared Reading Lesson 17: Shared Reading</td>
<td>Students throughout this module will give their opinion on places they would like to go, foods they would like to eat, souvenirs they would like to purchase, etc.</td>
<td>Lessons 1-3: Give an opinion about ecological problems and solutions, Lesson 22: Make a poster to promote ecological actions, Échos literacy text: Students can give their opinion on inventions. What invention interests you the most? What inventions help us? In this module, students talk about their own experiences, but bringing in discussions about their opinions would be very easy.</td>
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<td>Lesson 14: I/accul, a francophone region in Canada.</td>
<td>Lessons 4-5: Gaspe, Quebec</td>
<td>This entire module is about Montreal. Lessons 1, 2: Identify examples of bilingualism, and francophone and Métis cultures across Canada. Lessons 5-7: Populations of Francophones living in Canada. Lessons 7-8: Learn that Bathurst, New Brunswick is a primarily francophone community. Échos Barréy text: Ou est Théo? It is about the 2010 Olympic Games in Vancouver.</td>
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<td>Lessons 4, 5: Learn that continents vary in number depending on what the national perspective is. Lesson 14: Talk about linguistic groups in one's own province.</td>
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<td>2. Information about Francophone communities around the world, Curricular Competency Identify and share information about Francophone communities around the world.</td>
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<td>Lessons 4-5: Gaspe, Quebec</td>
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<td>Lessons 3, 4, 6: Learn that New Brunswick is the only province in Canada that is officially bilingual. Lesson 5: Compare the number of people who speak French and other languages in BC. Lessons 4-7: Discover the number of people in Canada who speak French as their second or third language. Lesson 12: Identify Canadian towns or landmarks with French names. Lesson 15: Compare francophone and Métis communities in Saskatchewan to francophone and Métis communities in other provinces.</td>
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<td><strong>Listen to a song by an Acadian singer. Read about Acadian culture and expressions. Lessons 14-17: Learn about a Francophone-Orleans music group (Singing). Lesson 17: Talk about artists who sing in French and in other languages.</strong></td>
<td><strong>Listen to a popular children's song that is also a French walking song.</strong></td>
<td><strong>Listen to the background information about Montreal's name, La Ronde, the Louvre, the Pont des Morts, and the Quebec Flag. Lessons 18, 19: Looking at the architecture in Old Montreal. Lessons 13-26: Looking at souvenirs.</strong></td>
<td><strong>Listen to First Nations rapper from Northern Quebec who sings in French and Algonquin.</strong></td>
<td><strong>Listen to French roots of the national anthem, Mon chapeau, the francophone provincial anthem in Ontario. Lessons 13, 14: Traditional French Canadian instruments and learn about a call and response song. Lessons 15, 16: Read about traditional Métis and francophone crafts in Saskatchewan.</strong></td>
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<td>3. Common, high-frequency vocabulary and sentence structures for communicating meaning. Describe cultural aspects of communities, Cultural aspects of Francophone communities, practices, and traditions, Curricular Competencies Describe cultural aspects of Francophone communities, practices, and traditions, Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities.</td>
<td>Lesson 14: Acadian community.</td>
<td>Lesson 9: Use and compare greetings in the Acadian language with greetings in other languages. Lesson 17: Complete a French order form. Lesson 28: Learn some facts about Canada's voyagers and about the town of Fort William.</td>
<td>Lesson 13-26: Looking at souvenirs.</td>
<td><strong>Listen to First Nations rapper from Northern Quebec who sings in French and Algonquin.</strong></td>
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**BC Curriculum and Échos Pro 3.0 Correlation**

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