

Grade 6—Manitoba French: Communication and Culture Curriculum Correlation to Échos Pro 3

| Overall Expectations | Specific Expectations | Module 1 Mes amis, ma vie! | Module 2 Prêts pour l'aventure! | Module 3 Destination : Montréal | Module 4 Es-tu écolo? | Module 5 Le français chez nous |
|--|---|--|--|--|---|--|
| ORAL COMMUNICATION: LISTEN IN ORDER TO UNDERSTAND THE COMMUNICATED LANGUAGE | | | | | | |
| Students listen with visual support as needed and demonstrate comprehension. | Students listen for specific information and demonstrate understanding. ex. <i>name key words or the main idea in short familiar, simple messages</i> ex. <i>match simple message/description to illustration, photo, or object</i> ex. <i>visually represent comprehension of an oral description</i> | Student Resource pp. 5, 8–9, 13, 14–15, 16–17, 22–23, 24–25, 28–29, 32 Teacher's Resource Lessons 4, 9, 10, 14, 16, 19, 20, 27, 29, 30, 31 | Student Resource pp. 2–3, 5, 8–9, 13, 18–19, 20–23, 24–25 Teacher's Resource Lessons 1, 2, 5, 9, 13, 14, 18, 20, 21, 23, 24 | Student Resource pp. 2–3, 5, 13, 16–17, 20–21, 24–25 Teacher's Resource Lessons 2, 5, 14, 15, 18, 19, 24, 30 | Student Resource pp. 2–3, 5, 13, 16–17, 24–25, 26–27 Teacher's Resource Lessons 2, 4, 5, 16, 20, 30, 31, 33 | Student Resource pp. 2–3, 5, 24–25, 28–29 Teacher's Resource Lessons 1, 2, 3, 4, 12, 25 |
| | Students respond to simple questions and demonstrate understanding. ex. <i>nod the head to demonstrate understanding (yes/no)</i> ex. <i>use gestures</i> | Student Resource pp. 4, 6–7 Teacher's Resource Lessons 2, 6 | Student Resource pp. 20–23 Teacher's Resource Lessons 21, 22 | Student Resource pp. 20–21, 22–23, 26–27 Teacher's Resource Lessons 25, 26, 27, 28, 31, 32 | | |
| | Students follow simple directions and demonstrate understanding. ex. <i>follow a series of commands</i> ex. <i>stand when hearing a certain word in a song</i> | Student Resource pp. 2–3 Teacher's Resource Lesson 1 | Student Resource pp. 2–3, 6–7 Teacher's Resource Lessons 1, 2, 6, 8 | Student Resource pp. 2–3, 13, 14–15, 18–19, 20–21, 22–23 Teacher's Resource Lessons 1, 14, 15, 16, 20, 21, 24, 25, 26, 28 | Student Resource pp. 2–3, 5, 28–29 Teacher's Resource Lessons 2, 4, 14 | Student Resource pp. 6–7 Teacher's Resource Lessons 6, 7 |

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| | <p>Students use various strategies to understand the communicated message.</p> <p>ex. <i>listen attentively (consider tone of the speaker's voice/auditory clues)</i></p> <p>ex. <i>use contextual or visual clues</i></p> <p>ex. <i>ask questions</i></p> <p>ex. <i>ask for help</i></p> | <p>Student Resource pp. 4, 13</p> <p>Teacher's Resource Lessons 2, 10, 17, 27</p> | <p>Student Resource pp. 4, 8-9, 10-11</p> <p>Teacher's Resource Lessons 3, 6, 10, 11, 27, 28</p> | <p>Student Resource pp. 2-3, 20-21</p> <p>Teacher's Resource Lessons 2, 18, 19</p> | <p>Student Resource pp. 4, 20-21, 24-25, 26-27</p> <p>Teacher's Resource Lessons 3, 25, 30, 31, 33</p> | <p>Student Resource pp. 4, 13, 16-17, 18-19, 22-23, 26-27</p> <p>Teacher's Resource Lessons 2, 14, 18, 19, 22, 24, 27</p> |
| <p>Student communicate ideas with simple details as modeled by the teacher.</p> | <p>ORAL COMMUNICATION: COMMUNICATE IDEAS EFFECTIVELY AND LOGICALLY IN COMPLETE SIMPLE SENTENCES AS MODELED BY THE TEACHER</p> <p>Students communicate clearly their message orally by carrying out the following acts of communication:</p> <p>introducing oneself, ex., <i>Je m'appelle Hannah. J'ai 10 ans. Je suis en 5e année. Je suis née en 2003.</i></p> <p>describing preferences, ex., <i>J'aime les mathématiques, mais je préfère le français. Je n'aime pas les devoirs.</i></p> <p>ex., <i>J'adore manger la soupe et les biscuits à la cafétéria parce qu'ils sont délicieux.</i></p> <p>describing a person, ex., <i>Mme Morissette travaille au bureau. Elle est la directrice et elle est sérieuse.</i></p> <p>describing a place, ex., <i>Ma classe est à côté de la bibliothèque.</i></p> <p>describing a thing, ex., <i>Il y a du jambon, de l'ananas et du fromage sur une pizza hawaïenne.</i></p> <p>talking about immediate surroundings, ex., <i>Le lundi, j'ai une classe de musique à sept heures. Le samedi, je joue au soccer avec mon équipe.</i></p> <p>communicating a need, ex., <i>Est-ce que je peux aller boire de l'eau? Est-ce que je peux aller aux toilettes? Est-ce que je peux avoir...?</i></p> <p>asking for information (ask questions), ex., <i>À quelle heure est l'éducation physique? Où est la cafétéria? Madame, comment dit-on « Yesterday, I went to the Jets game»? Hier je suis allée à la partie des Jets.</i></p> <p>giving directions, ex., <i>Ferme la porte, s'il te plaît. C'est ton tour. Roule le dé.</i></p> | <p>Student Resource pp. 2-3, 5, 6-7, 8-9, 10-11, 13, 14-15, 20-21, 22-23</p> <p>Teacher's Resource Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 19, 20, 21, 22, 25, 26, 28, 30, 31</p> | <p>Student Resource pp. 2-3, 4, 5, 6-7, 8-9, 10-11, 14-15, 18-19, 20-23, 24-25, 26-27, 28-29, 30-31</p> <p>Teacher's Resource Lessons 3, 4, 5, 6, 9, 10, 11, 12, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29</p> | <p>Student Resource pp. 2-3, 5, 6-7, 13, 14-15, 16-17, 18-19, 22-23, 26-27</p> <p>Teacher's Resource Lessons 1, 4, 6, 7, 8, 14, 15, 16, 17, 19, 21, 23, 27, 28, 31, 32, 33</p> | <p>Student Resource pp. 2-3, 5, 6-7, 13, 16-17, 22-23, 24-25, 32</p> <p>Teacher's Resource Lessons 1, 3, 4, 5, 8, 15, 20, 27, 28, 34</p> | <p>Student Resource pp. 16-17, 18-19, 20-21, 22-23, 26-27</p> <p>Teacher's Resource Lessons 18, 20, 21, 22, 23, 24, 27, 28</p> |

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|----------------------|---|---|--|--|--|---|
| | Fluency: Students use appropriate vocabulary and expressions as modeled by the teacher to communicate a message with spontaneity. | Student Resource pp. 13, 14–15, 16–17, 18–19, 22–23, 24–25 Teacher's Resource Lessons 15, 17, 19, 21, 22, 23, 26, 28, 29, 30 | Student Resource pp. 2–3 Teacher's Resource Lesson 2 | Student Resource pp. 18–19, 22–23, 24–25, 26–27 Teacher's Resource Lessons 20, 21, 28, 30, 31, 32 | Student Resource pp. 2–3, 5, 6–7, 8–9, 10–11, 14–15, 26–27 Teacher's Resource Lessons 1, 2, 4, 7, 11, 13, 18, 33 | Student Resource pp. 13, 14–15, 18–19, 26–27 Teacher's Resource Lessons 14, 16, 19, 20, 28 |
| | Fluency: Students use rhythm, pace, and intonation to communicate and interact as modeled by the teacher. | Student Resource pp. 18–19, 26–27 Teacher's Resource Lessons 23, 29 | Student Resource pp. 4, 26–27 Teacher's Resource Lessons 3, 16, 20, 27 | | Student Resource pp. 2–3, 10–11 Teacher's Resource Lessons 1, 3, 5, 13 | |
| | Accuracy: Students correctly use vocabulary and syntax of the French language as modeled by the teacher. | | Student Resource pp. 6–7, 14–15 Teacher's Resource Lessons 6, 16 | Student Resource pp. 26–27 Teacher's Resource Lesson 31 | Student Resource pp. 6–7 Teacher's Resource Lessons 6, 7 | |
| | Accuracy: Students use simple and compound linguistic structures in the affirmative, negative and interrogative forms. | | | | Student Resource pp. 14–15, 16–17 Teacher's Resource Lessons 19, 21 | |
| | Accuracy: Students use the present, imperative, past and future tenses as needed for their communicative needs (related to themes). | | | | | |

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| | Accuracy; Student demonstrate accuracy in pronunciation as modeled by the teacher. | Student Resource pp. 10–11, 18–19, 24–25 Teacher's Resource Lessons 3, 23, 30 | Student Resource pp. 19, 20–23, 26–27 Teacher's Resource Lessons 17, 23, 26, 27 | Student Resource pp. 18–19 Teacher's Resource Lesson 21 | Student Resource pp. 2–3, 6–7, 8–9, 10–11 Teacher's Resource Lessons 1, 3, 7, 11, 13 | Student Resource pp. 2–3, 26–27 Teacher's Resource Lessons 1, 28 |
| READING: READ A VARIETY OF TEXTS, FOR VARIOUS PURPOSES, AND DEMONSTRATE UNDERSTANDING OF TEXT, ORALLY, IN WRITING OR VISUALLY. | | | | | | |
| Message. Students read and understand the global meaning of narrative and expository texts. | Students anticipate the general idea of a text by reading (looking at) the title, the subtitles, the table of contents, looking at the pictures, finding cognates (mots-amis) familiar words. | Student Resource pp. 6–7, 16–17, 24–25 Teacher's Resource Lessons 6, 20, 27 | Student Resource pp. 13, 20–23, 24–25, 26–27, 28–29 Teacher's Resource Lessons 3, 21, 24, 27, 28 | Student Resource pp. 2–3, 5, 6–7, 8–9, 13, 14–15, 16–17, 22–23, 24–25 Teacher's Resource Lessons 1, 4, 7, 10, 14, 16, 18, 26, 29 | Student Resource pp. 1, 5, 6–7, 14–15, 16–17, 20–21, 22–23 Teacher's Resource Lessons 1, 4, 6, 18, 20, 24, 28 | Student Resource pp. 6–7, 8–9, 22–23, 24–25, 28–29 Teacher's Resource Lessons 5, 8, 12, 23, 25 |
| Students read and understand a variety of short texts, with or without illustrations, characterized by a series of sentences, create a visual representation of the text, name the main idea, ex. <i>L'idée principale est...</i> , identify supporting details, ex., <i>les points importants sont...</i> ex., <i>les points intéressants sont...</i> , describe the main character, ex., <i>Le personnage principal est très gentil.</i> compare the main character with themselves, ex., <i>Le garçon aime jouer au volleyball, mais j'aime jouer au hockey.</i> | | Student Resource pp. 2–3, 6–7, 14–15, 16–17, 20–21, 22–23 Teacher's Resource Lessons 1, 2, 4, 7, 9, 14, 18, 19, 20, 23, 24, 25, 26 | Student Resource pp. 5, 6–7, 8–9, 10–11, 12, 13, 14–15, 16–17, 20–23 Teacher's Resource Lessons 4, 6, 7, 9, 10, 12, 13, 15, 17, 22, 24, 28 | Student Resource pp. 2–3, 5, 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29 Teacher's Resource Lessons 1, 4, 5, 8, 9, 10, 11, 13, 16, 17, 18, 20, 22, 23, 26, 27, 28, 29, 30 | Student Resource pp. 2–3, 6–7, 8–9, 13, 20–21, 22–23 Teacher's Resource Lessons 3, 6, 9, 15, 24, 25, 28 | Student Resource pp. 8–9, 22–23, 24–25 Teacher's Resource Lessons 8, 23, 24, 26 |

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| | Students respond to texts orally or in writing: give preferences and opinion (making personal connections), <i>ex. La partie que j'aime le plus est... J'aime cette partie parce que...</i> <i>ex. Je n'aime pas cette partie parce que...</i> <i>ex. Je pense que...</i> | Student Resource pp. 5, 6-7, 20-21, 22-23, 24-25, 30-31 Teacher's Resource Lessons 4, 8, 14, 28, 31 | Student Resource pp. 14-15, 20-23, 28-29 Teacher's Resource Lessons 15, 22, 28 | Student Resource pp. 2-3, 6-7, 20-21, 26-27, 28-29 Teacher's Resource Lessons 1, 8, 22, 23, 29, 33 | Student Resource pp. 2-3, 5, 6-7, 13, 14-15, 16-17, 20-21, 22-23, 28-29, 30-31 Teacher's Resource Lessons 1, 4, 5, 7, 17, 18, 21, 32, 34 | Student Resource pp. 6-7, 8-9, 12, 13, 14-15, 16-17, 20-21, 22-23, 28-29, 30-31 Teacher's Resource Lessons 5, 6, 8, 9, 12, 14, 16, 17, 22, 24, 29 |
| | Students identify the beginning, middle, and end. <i>ex. Au début... Au milieu... A la fin.</i> | | | | | |
| | Students compare an element of a text with daily life. <i>ex. L'école dans le livre est très petite, mais mon école est très grande. Aussi, mon école a une cafétéria.</i> | | | | | |
| Fluency and Accuracy: Students read grade appropriate texts aloud. | Students read aloud a short, simple, illustrated text with ease and precision. <i>ex. le message du jour</i> | | | | | |
| | Fluency. Students read: paying attention to punctuation, <i>ex. pause at the end of sentence</i> <i>ex. pause when there is a comma</i> with the correct intonation according to the type of sentence (assertive, interrogative, exclamatory) with expression. | Student Resource p. 5 Teacher's Resource Lesson 5 | | Student Resource pp. 8-9, 14-15 Teacher's Resource Lessons 11, 17 | Student Resource pp. 2-3 Teacher's Resource Lesson 3 | Student Resource pp. 2-3, 22-23 Teacher's Resource Lessons 2, 23 |

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| | Accuracy. Students recognize the sound-letter relationships, pronounce correctly phonemes and liaisons. ex., <i>le son è</i> <i>Je vais à la bibliothèque.</i> <i>Bonne fête!</i> <i>Mon nez est froid!</i> <i>Quel beau bouquet de fleurs!</i> ex., <i>la liaison</i> <i>Demain, nous (z) allons à la plage.</i> articulate clearly sounds and syllables. | Student Resource pp. 5, 6–7, 16–17, 20–21 Teacher's Resource Lessons 5, 7, 20, 25 | Student Resource pp. 6–7, 20–23 Teacher's Resource Lessons 7, 23 | Student Resource pp. 6–7, 8–9, 14–15, 22–23, 24–25 Teacher's Resource Lessons 9, 10, 17, 27, 29 | Student Resource pp. 6–7, 8–9, 14–15, 16–17, 20–21 Teacher's Resource Lessons 6, 7, 10, 19, 24 | Student Resource pp. 6–7, 14–15, 20–21 Teacher's Resource Lessons 6, 15, 21 |
| WRITING: PLAN AND WRITE COHERENT TEXTS TO COMMUNICATE THE MESSAGE | | | | | | |
| Message. Students communicate ideas clearly and logically in complete simple sentences and in paragraphs, as modeled by the teacher. | Students show communicative intention, ex., <i>identify the target audience</i> | Student Resource pp. 5, 10–11, 22–23 Teacher's Resource Lessons 4, 11, 12, 26 | Student Resource pp. 10–11, 18–19 Teacher's Resource Lessons 4, 13, 19 | Student Resource pp. 10–11, 26–27 Teacher's Resource Lessons 4, 12, 20, 23 | Student Resource pp. 14–15, 18–19, 24–25, 28–29 Teacher's Resource Lessons 14, 19, 22, 31 | Student Resource pp. 8–9, 10–11, 22–23, 26–27 Teacher's Resource Lessons 9, 10, 11, 23, 27 |
| | Students respect text structure (beginning, middle, end), ex., <i>use the appropriate text structure for the communicative intention.</i> | Student Resource pp. 5, 6–7 Teacher's Resource Lessons 5, 8 | Student Resource pp. 10–11 Teacher's Resource Lesson 11 | Student Resource pp. 8–9 Teacher's Resource Lesson 11 | Student Resource pp. 18–19, 28–29 Teacher's Resource Lessons 14, 22 | Student Resource pp. 8–9, 10–11, 22–23, 26–27 Teacher's Resource Lessons 9, 10, 11, 23, 27 |

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| | Students communicate clearly pertinent information by carrying out the following acts of communication: introducing oneself, ex., <i>Je m'appelle Susan. J'ai 10 ans. Je suis en 5e année. Je suis née en 2003.</i> describing preferences, ex., <i>J'aime les mathématiques, mais je préfère le français.</i> <i>J'adore manger la soupe et les biscuits à la cafétéria parce qu'ils sont délicieux.</i> describing a person, ex., <i>Mme Morissette travaille au bureau. Elle est la directrice et elle est sérieuse.</i> describing a place, ex., <i>Mon école est petite.</i> describing an object, ex., <i>Il y a du jambon, de l'ananas et du fromage sur une pizza hawaïenne.</i> ex., write a paragraph with a main idea and relevant supporting details <i>Ma maison est blanche et noire. Elle est grande. Il y a un garage. Il y a une cuisine, un salon, une salle familiale et deux salles de bains chez moi. Aussi, il y a quatre chambres à coucher et un bureau.</i> describing daily activities, ex., <i>Le lundi, j'ai une classe de musique à sept heures. Le samedi, je joue au soccer avec mon équipe.</i> describing immediate surroundings, ex., <i>Je suis au chalet. Je suis content. Il fait chaud et il fait soleil.</i> | Student Resource pp. 2–3, 6–7, 8–9, 10–11, 16–17 Teacher's Resource Lessons 2, 5, 8, 9, 11, 12, 18, 20, 21 | Student Resource pp. 5, 6–7, 14–15, 22–23 Teacher's Resource Lessons 4, 7, 16, 25 | Student Resource pp. 5, 10–11, 14–15, 18–19 Teacher's Resource Lessons 6, 10, 11, 12, 13, 17, 20, 25, 26 | Student Resource pp. 10–11, 16–17, 20–21, 22–23, 28–29 Teacher's Resource Lessons 12, 14, 21, 25, 29 | Student Resource pp. 5, 6–7, 8–9, 10–11, 16–17, 20–21, 22–23, 24–25, 26–27 Teacher's Resource Lessons 4, 7, 9, 11, 17, 22, 23, 25, 27 |
| Fluency: Students write clearly, and with fluency a variety of texts on familiar topics, in complete sentences and in simple paragraphs, as modeled by the teacher. | Students plan and revise text for flow and ease of reading (in order to make the text more interesting): Vary the type and length of sentences ex., write a simple and compound sentences in the affirmative, negative and interrogative forms ex., <i>J'aime les mathématiques, mais je préfère le français. Je n'aime pas les devoirs.</i> ex., <i>Qui est l'enseignante de la 6e année?</i> use correct words and phrases to clarify/develop ideas ex., theme-related vocabulary and linguistic structures modeled by the teacher (adjectives and adverbs) ex. conjunctions such as: <i>and, but, or.</i> | Student Resource pp. 5, 6–7, 10–11, 13 Teacher's Resource Lessons 5, 8, 11, 12, 16, 29 | Student Resource pp. 6–7, 11–12 Teacher's Resource Lessons 8, 11 | Student Resource pp. 5, 10–11 Teacher's Resource Lessons 6, 12, 13, 19 | Student Resource pp. 6–7, 14–15, 18–19, 24–25 Teacher's Resource Lessons 7, 19, 22, 23, 31 | Student Resource pp. 6–7 Teacher's Resource Lesson 7 |

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| Accuracy: Students manage their writing keeping in mind the rules and syntax of the French language. | Students respect grammar rules. ex., correctly use the agreement of noun and adjectives in gender and number (masc/fem/sing/ plural) ex., correctly use present tense verb conjugations (past and future tense as needed for communicative needs of individual students) <i>Aujourd'hui, j'ai une classe de musique à 7 heures.</i> <i>Hier, j'ai joué au soccer avec mon équipe. Demain, je vais jouer aux jeux vidéo avec mes amis.</i> | | | | Student Resource pp. 28–29 Teacher's Resource Lesson 14 | |
| | Students correctly use the structures of the French language. ex., <i>Il fait froid.</i> ex., <i>J'ai froid.</i> ex., <i>Il y a une partie de hockey à la télé ce soir.</i> | Student Resource pp. 6–7 Teacher's Resource Lesson 7 | | | | |
| | Students correctly use writing conventions (punctuation, spelling, capitals) as modeled by the teacher ex., use the correct punctuation according to the type of sentence ex., spell words correctly using a personal word bank or classroom word bank ex., use knowledge of sound symbol relations to improve written production ex., use capitals at the beginning of sentences or for proper nouns | Student Resource pp. 10–11 Teacher's Resource Lesson 12 | Student Resource pp. 6–7, 11–12 Teacher's Resource Lessons 8, 11 | Student Resource pp. 5, 10–11 Teacher's Resource Lessons 6, 12, 13 | Student Resource pp. 6–7, 8–9, 10–11, 13, 18–19, 20–21 Teacher's Resource Lessons 7, 9, 10, 11, 12, 17, 22, 23, 25 | Student Resource pp. 5, 6–7, 8–9, 10–11, 16–17, 20–21, 24–25 Teacher's Resource Lessons 4, 7, 9, 11, 17, 22, 25 |
| Students identify elements of francophone culture. | Students identify elements of their own cultural background. ex., traditions, songs, rhymes, celebrities, etc. | Student Resource p. 13 Teacher's Resource Lesson 17 | | | | Student Resource pp. 2–3, 6–7, 13 Teacher's Resource Lessons 1, 2, 6, 13 |

CULTURE: STUDENTS DEMONSTRATE A GENERAL KNOWLEDGE OF BOTH FRANCOPHONE CULTURES AND THE ADVANTAGES OF LEARNING FRENCH. STUDENTS APPLY KNOWLEDGE OF FRANCOPHONE CULTURES TO INTERACTIONS WITH OTHERS.

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| | Students identify francophone and Métis communities in Canada and locate them on a map. <i>ex., Chertcamp (NB), Caraque (NB), Gravelbourg (SK), Batoche (SK), Maillardville (BC), St. Paul (AB), Chicoutimi (QC), Saint-Laurent (MB), etc.</i> | Student Resource pp. 28–29 Teacher's Resource Lesson 14 | Student Resource pp. 5, 10–11 Teacher's Resource Lessons 5, 11 | Student Resource pp. 6–7, 13, 22–23 Teacher's Resource Lessons 7, 14, 26 | Student Resource pp. 28–29 Teacher's Resource Lesson 14 | Student Resource pp. 5, 6–7, 20–21 Teacher's Resource Lessons 4, 6, 22 |
| | Students identify elements of francophone and Métis culture. <i>ex., the Michif language, francophone provincial flags, francophone festivals throughout Canada (le festival acadien, le Carnaval du Québec, le festival des grenouilles de Saint-Pierre-Jolys, le festival d'automne à Québec, etc.)</i> | | Student Resource pp. 10–11, 16–17, 28–29 Teacher's Resource Lessons 11, 17, 28 | Student Resource pp. 2–3, 5, 20–21, 22–23 Teacher's Resource Lessons 1, 4, 23, 26 | Student Resource pp. 2–3, 28–29 Teacher's Resource Lessons 3, 14 | Student Resource pp. 2–3, 13, 14–15, 20–21, 28–29 Teacher's Resource Lessons 2, 12, 13, 15 |
| | Students name well known Canadian francophones and Métis. <i>ex., Joannie Rochette, Alexandre Bilodeau, Maurice Richard, Julie Payette, Marc Gameau, Justin Trudeau, Russell Martin, Guy La Liberté, Mario Lemieux, le groupe Swing, Sylvie Fréchette, etc.</i> | Student Resource pp. 13, 28–29 Teacher's Resource Lessons 14, 15 | | | Student Resource pp. 2–3, 24–25, 28–29 Teacher's Resource Lessons 2, 14, 30 | Student Resource pp. 13, 14–15 Teacher's Resource Lessons 14, 15 |
| Students make links to personal life. | Students compare elements of own culture to elements of francophone and Métis cultures in Canada. <i>ex., a Métis tradition (bannock, fishing), a game, a holiday, symbols (sash).</i> | | Student Resource pp. 5, 8–9, 16–17 Teacher's Resource Lessons 4, 5, 9, 10, 11, 17, 28, 29 | | Student Resource pp. 24–25, 28–29 Teacher's Resource Lessons 14, 30 | Student Resource pp. 6–7, 14–15 Teacher's Resource Lessons 5, 15 |

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| | Students compare their own activities with those of francophone children in another region of Canada. <i>ex., school, routines, pastimes, holidays, food, music, etc.</i> | Student Resource pp. 13, 28–29 Teacher's Resource Lessons 14, 17, 31 | | Student Resource pp. 2–3, 13, 14–15, 22–23, 28–29 Teacher's Resource Lessons 3, 14, 16, 22, 26, 33 | | Student Resource pp. 13, 28–29 Teacher's Resource Lessons 12, 13 |
| Students use appropriate vocabulary according to the purpose and to the context of communication. | Students appropriately use familiar and formal forms of address. <i>ex., Matante Claudette, Mononcle Luc, Mémère, Pépère, ma fille (my girl—term of endearment), mon homme (my boy)—term of endearment)</i> | | | Student Resource pp. 13, 22–23 Teacher's Resource Lessons 15, 27 | Student Resource p. 13 Teacher's Resource Lesson 15 | |
| | Students identify commonalities and linguistic and cultural differences between French and English languages. <i>ex., time, abbreviations, names of meals, address, phone number, money, writing a title, false cognates (faux amis)</i> | Student Resource pp. 2–3, 13, 14–15, 28–29 Teacher's Resource Lessons 2, 14, 16, 17, 18 | Student Resource pp. 5, 6–7, 8–9, 16–17 Teacher's Resource Lessons 3, 4, 6, 17, 24 | Student Resource pp. 4, 8–9, 10–11, 13, 14–15, 16–17, 20–21, 22–23, 24–25 Teacher's Resource Lessons 15, 23, 26, 29 | | Student Resource pp. 6–7, 13, 14–15, 16–17, 20–21, 22–23 Teacher's Resource Lessons 5, 14, 15, 18, 22, 23 |
| Students identify advantages of learning French. | Students give reasons for learning another language. <i>ex., It's a cool language, travel, meeting new friends, etc.</i> | | | | | |
| Students identify themselves as French language learners. | Students recognize French in daily lives. <i>ex., O Canada, signs, television, radio, internet, music, celebrations, French words used in English such as: à la carte, joie de vivre, etc.</i> | | | | | Student Resource pp. 2–3, 5, 8–9 Teacher's Resource Lessons 1, 3, 4, 8 |

Grade 6—Manitoba French: Communication and Culture Curriculum Correlation to Échos Pro 3

| Overall Expectations | Specific Expectations | Module 1 Mes amis, ma vie! | Module 2 Prêts pour l'aventure! | Module 3 Destination : Montréal | Module 4 Es-tu écolo? | Module 5 Le français chez nous |
|----------------------|--|--|---|---|--|--|
| | <p>Students understand and use a variety of simple idiomatic expressions.</p> <p>ex. <i>Quel dommage!</i> (What a shame!)</p> <p><i>Ça m'est égal!</i> (It doesn't matter to me!)</p> <p><i>Ça ne vaut pas la peine!</i> (It's not worth it!)</p> <p><i>De rien! Il n'y a pas de quoi!</i> (You're welcome!)</p> | <p>Student Resource p. 4 Teacher's Resource Lesson 2</p> | <p>Student Resource pp. 4, 8–9, 24–25 Teacher's Resource Lessons 3, 9</p> | <p>Student Resource pp. 4, 20–21 Teacher's Resource Lessons 3, 24</p> | <p>Student Resource p. 4 Teacher's Resource Lesson 3</p> | <p>Student Resource p. 4 Teacher's Resource Lesson 2, 22</p> |