

ÉCHOS PRO 3—LINKS TO ONTARIO CATHOLIC GRADUATE EXPECTATIONS

TG = Teaching Guide
SR = Student Resource

Conceptual Organizer	Mes amis, ma vie! Equity, Diversity, and Inclusiveness	Prêts pour l'aventure? Healthy choices and Active Living	Destination : Montréal Problem-Solving	Es-tu écolo? Environmental Education	Le français chez nous Cultural Awareness
Performance Task Summary	<p>A. C'est quoi, un ami ou une amie? Write a personal profile and describe a friend.</p> <p>B. Ensemble! Toujours ensemble! Telephone and invite a friend on an outing.*</p> <p>C. Mes amis et moi Role-play a situation in which you give advice to a friend.</p>	<p>A. Aventures canadiennes Prepare an advertisement for an excursion and choose an excursion for the class.</p> <p>B. Nous sommes prêts! Make a list of items necessary for an outdoor excursion. Listen to a partner's list and identify two illogical items.</p> <p>C. Au secours! Role-play a first-aid situation.</p>	<p>A. On planifie des vacances. Write an email to a friend identifying which city or area they wish to visit, how they'll get there, and asking their advice on attractions.</p> <p>B. Explorons Montréal! Ask and give directions using a map.</p> <p>C. C'est combien? Role-play a transaction in a restaurant, souvenir store, or at the ticket counter.*</p>	<p>A. SOS environnement Describe an image depicting issues around plastic or water.</p> <p>B. Ensemble, on change le monde! Create a poster to promote an ecological action that can be undertaken in the school/community/home.</p> <p>C. Des idées créatives Present an upcycled item and answer questions about it.*</p>	<p>A. De l'Est à l'Ouest, du Nord au Sud. Prepare a photomontage illustrating the presence of French in your home/school/community.</p> <p>B. Le français, c'est artistique! Sign up for art and music workshops.*</p> <p>C. Bon appétit! Prepare a video to apply as a contestant on a television reality cooking show.</p>
<p>2. An Effective Communicator (I have a voice.)</p> <p>About Échos Pro 3:</p> <ul style="list-style-type: none"> Intercultural Understanding is an 	<p>Strategies <i>J'exprime mes sentiments.</i> SR pp. 6–7 <i>Voici mes amis</i> SR pp. 18–19, <i>Des invitations</i> SR pp. 20–21, <i>Un forum Web</i></p>	<p>Strategies <i>Je prononce bien les mois.</i> SR pp. 10–11, <i>Pour communiquer</i> SR p. 13, <i>Une visite à vélo</i> SR pp. 18–19, <i>Pour</i></p>	<p>SR p. 5, <i>Découvrez Montréal</i> SR pp. 10–11, <i>À toi! Pour communiquer</i> SR p. 13, <i>Une visite à vélo</i> SR p. 13, <i>Une visite à vélo</i></p>	<p>TG p. 50 Lesson 9, Warm-Up: Give advice about plastic. TG p. 65 Lesson 14, Anticipate: Talk about</p>	<p>Strategies <i>Je parle avec expression.</i> SR pp. 6–7, <i>Les francophones au Canada</i> SR pp. 8–9, <i>Partout au</i></p>

<p>explicit component in every module, explained on pp. 74–77 of the Program Overview.</p> <ul style="list-style-type: none"> • Intercultural understanding, pp. 18–19 of every TG. • Suggestions to support Cultural Awareness are provided in margin throughout the TGs. • Learning Outcomes are written as “Can Do” statements. • The <i>Parle-moi de...</i> section of each student resource and teaching guide promotes effective conversation. The <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures</i> aligns with several OCSGEs—I have a voice. (I respect all people and their languages.); I have ideas. (I know we are all equal and special.); I care. (I care about and respect my ‘family’ at school, at Church, in the community and the World.) 	<p><i>pour les amis</i> SR pp. 22–23, <i>Parole aux amis</i> TG p. 11, Handling 6 sensitive issues. TG p. 29 Lesson 2, Response to Text 1: Create a friend web. TG p. 39 Lesson 6, Contextualize/Personalize: Talk about languages spoken. TG p. 58 Lesson 11, Describe performance task and review <i>Pour communiquer</i>. TG p. 63 Lesson 13, Directions for the three-step interview. TG p. 66 Lesson 14, Contextualize/Personalize: Talk about <i>l'Acadie</i>. TG p. 70 Lesson 15, Contextualize/Personalize: Make a phone call (phone etiquette). TG p. 77 Lesson 17, Response to Text 1: Talk about music groups who sing in different languages. TG p. 80 Lesson 18, Contextualize/Personalize: Talk about invitations. TG p. 84 Lesson 19, Anticipate: Analyse text (elements that make a text an online invitation). TG p. 90 Lesson 20, Wrap-Up: Make an entry in personal</p>	<p><i>communiquer</i> SR pp. 26–27, <i>Pour communiquer</i> TG p. 11, Handling three sensitive issues. TG p. 41 Lesson 5, Response to Text 2: Explore place names. TG p. 49 Lesson 8, Response to Text 2: Prepare an advertisement about an excursion. TG p. 63 Lesson 12, Participate in gallery walk (record info about 3 favourite excursions). TG p. 85 Lesson 17, Shared Reading 2: Make intercultural connections. TG p. 93 Lesson 20, Present a list of clothing and equipment with a partner. TG p. 101 Lesson 22, Contextualize: Describe ailments.</p>	<p>SR pp. 18–19 and pp. 26–27, <i>A toi! J'utilise des gestes</i>. TG p. 11, Handling four sensitive issues. TG p. 30 Lesson 3, Warm-Up: Compare Montreal to one's own region. TG p. 39 Lesson 6, Wrap-Up: Respond to classmates' preferences. TG p. 54 Lesson 11, Response to Text: Write an email. TG p. 68 Lesson 15, Language awareness—when to use <i>vous</i>. TG p. 104 Lesson 26, French “language” for money. TG p. 108 Lesson 27, Wrap-Up: Make an inquiry. TG p. 110 Lesson 28, Response to Text: Role-play a purchase in a restaurant or souvenir store. TG p. 119 Lesson 30, Response to Text 2: Role-play a transaction. TG p. 129 Lesson 33, Reflect on intercultural understanding. Video <i>Un tour à vélo</i></p>	<p>francophone groups in Canada using <i>Fiche d'évaluation 3</i>. TG p. 67 Lesson 14, Write a note of appreciation. TG p. 120 Lesson 31, Find images of upcycled items on Internet and record info on <i>Fiche d'activité 10</i>. TG p. 122 Lesson 31, Wrap-Up: Write an appreciative email to an artist.</p>	<p><i>Canada, tu peux...</i> SR pp. 10–11, <i>A toi! Je prépare un organisateur graphique</i> (discussion with peers). SR pp. 18–19 and pp. 26–27, <i>A toi! Je parle avec expression</i>. TG p. 24 Lesson 1, Contextualize/Activate prior knowledge about culture images. TG p. 28 Lesson 2, Response to Text: Talk about examples of bilingual, francophone, and Métis culture. TG p. 48 Lesson 8, Contextualize/Personalize: Brainstorm products with bilingual labelling. TG p. 58, Lesson 11, Write captions and peer-edit. TG p.61 Lesson 12, Wrap-Up: Play a game of charades. TG p. 83 Lesson 18, Response to Text 2: Ask for advice. TG p. 89 Lesson 20, Present spontaneous role play. TG p. 95 Lesson 22, Response to Text 1:</p>
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<p>3. A Reflective, Creative, and Holistic Thinker (I have ideas.)</p> <p>About Échos Pro 3:</p> <ul style="list-style-type: none"> • Recommendations for supporting differentiation and ELLs are found in margin throughout each TG. • Program Overview explains how to differentiate pp. 43–45, and Explanation of how to support ELLs pp. 46–48. • The <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures</i> aligns with several OCSGEs—I have a voice. (I respect all people and their languages.); I have ideas. (I know we 	<p>dictionary (invitational sentence). TG p. 128 Lesson 31, Reflect on intercultural understanding. Song <i>Mon amie et moi (des mots acadiens)</i></p>	<p>TG p. 10, Five ways to differentiate performance task. TG pp. 36, 47, 55, 89, 93, 118, How to support and challenge students. TG p. 34 Lesson 4, Shared Reading 1: Making meaning and link to personal experience. TG p. 58 Lesson 11, Warm-Up: Express an activity preference. TG p. 91 Lesson 21, <i>Fiche d'activité</i> 8, How to read/use the calendar. TG p. 115 Lesson 27, Shared</p>	<p>SR pp. 22–23, <i>On achète des souvenirs</i>. TG p. 10, Six ways to differentiate performance task. TG pp. 48, 55, 82, 83, 111, 120, How to support and challenge students. TG p. 26 Lesson 1, Wrap-Up: Survey student interests. TG p. 51 Lesson 10, Shared Reading 1: Make meaning and link to personal experience (media literacy suggestion). TG p. 95 Lesson 23, Warm-</p>	<p>Stratégies <i>Je fais la synthèse ou une partenaire</i> <i>Je réfléchis durant le module et sur le module</i> SR pp. 10–11, <i>À toi! Pour communiquer</i> SR pp. 16–17, <i>Es-tu plus ou moins écolo?</i> SR pp. 18–19, <i>À toi! Pour communiquer (Je fais la synthèse.)</i> TG p. 10 Six ways to differentiate performance task.</p>	<p>Choose a recipe (students prepare to audition for a reality television cooking program). TG p. 104 Lesson 24, Response to Text 2: Relay information about a classmate's recipe using a modified three-step interview. TG p. 110 Lesson 25, Wrap-Up: Peer-edit. TG p. 116, Lesson 27, Prepare a video script. TG p. 122 Lesson 29, Reflect on intercultural understanding using <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures</i>.</p>
<p>Stratégies <i>Je prépare un organisateur graphique. Je réfléchis.</i> SR p. 5, <i>Le français autour de moi</i> SR p. 13, <i>Place à la musique et à la danse</i> SR pp. 14–15, <i>L'art du tissage</i> SR pp. 20–21, <i>Des traditions à la mode</i> SR pp. 16–17, <i>Soyez créatif</i> SR pp. 30–31, <i>Je peux.</i> TG p. 10 Eight ways to</p>	<p>Stratégies <i>Je fais la synthèse ou une partenaire</i> <i>Je réfléchis durant le module et sur le module</i> SR pp. 10–11, <i>À toi! Pour communiquer</i> SR pp. 16–17, <i>Es-tu plus ou moins écolo?</i> SR pp. 18–19, <i>À toi! Pour communiquer (Je fais la synthèse.)</i> TG p. 10 Six ways to differentiate performance task.</p>	<p>Stratégies <i>Je prépare un organisateur graphique. Je réfléchis.</i> SR p. 5, <i>Le français autour de moi</i> SR p. 13, <i>Place à la musique et à la danse</i> SR pp. 14–15, <i>L'art du tissage</i> SR pp. 20–21, <i>Des traditions à la mode</i> SR pp. 16–17, <i>Soyez créatif</i> SR pp. 30–31, <i>Je peux.</i> TG p. 10 Eight ways to</p>			

<p>are all equal and special.); I care. (I care about and respect my 'family' at school, at Church, in the community and the World.)</p> <ul style="list-style-type: none"> • <i>Fiches d'évaluation 1 et 2, Je réfléchis sur le projet et sur le module</i>, align with each person's responsibility for recognizing and using the gifts that God gave us, including our ability to reflect on our actions and grow from them. 	<p>Reading 3: Listen to identify how to help others.</p>	<p>TG p. 83 Lesson 17, Contextualize/Personalize: Talk about buying items on line. Lesson 23, Warm-Up: Match symptoms and ailments. Lesson 24, Contextualize/Personalize: Give advice in first aid situation. Lesson 25, Response to Text 2: Make an entry in personal dictionary (first aid situation).</p>	<p>Up: State a favourite dish from a restaurant. TG p. 96 Lesson 23, Personalize: Make menu choices. TG p. 105 Lesson 26, Personalize: Choose souvenirs. TG p. 117 Lesson 30, Warm-Up: Survey family admission prices.</p>	<p>TG pp. 92, 104, 121, 122 How to support and challenge students. TG p. 25 Lesson 1, Before Reading: Contextualize: Name ecological problems and solutions. TG p. 24 Lesson 1, Warm-Up: Define and discuss the meaning of <i>écolo</i>. TG p. 26 Lesson 1, Wrap-Up: Give an opinion. TG p. 36 Lesson 4, Wrap-Up: Make predictions. TG p. 41 Lesson 6, Before Reading: Contextualize: Name plastic problems. TG p. 51 Lesson 9, Personalize: Talk about safe water sources. TG p. 73 Lesson 16, Warm-Up: Classify actions under the 3 Rs (<i>réduire, réutiliser, recycler</i>) using <i>Fiche d'activité 6 : La semaine de la Terre</i> to match solution to problem. TG p. 115 Lesson 29, Wrap-Up: Make a connection.</p>	<p>differentiate performance task TG pp. 53, 77, 83, 105, 112 How to support and challenge students. TG p. 41 Lesson 5, Wrap-Up: Research other statistics (students use Internet to get Canadian demographic information). TG p. 56 Lesson 10, Identify success criteria for a photo collage. TG p. 87 Lesson 19, Identify success criteria for spontaneous role play. TG p. 102 Lesson 24 Shared Reading 2: Make connections using <i>Fiche de stratégie 31 : Je fais des liens</i>.</p>
<p>4. A Self-directed, Responsible, Lifelong Learner (I am a learner for life.)</p> <p>About Échos Pro 3:</p> <ul style="list-style-type: none"> • Program Overview p. 28, Use of "can-do" statements 	<p>Stratégies <i>Je vérifie ma compréhension.</i> <i>J'utilise un modèle.</i> <i>Je répète mon texte à haute voix.</i> <i>Je réfléchis.</i></p>	<p>Stratégies <i>J'identifie l'idée principale.</i> <i>J'utilise des ressources.</i> <i>Je prononce bien les mots.</i> <i>Je réfléchis.</i> SR P. 12, <i>J'utilise des</i></p>	<p>Stratégies <i>Je clarifie mes idées.</i> <i>Je réfléchis sur le texte.</i> <i>Je fais un brouillon.</i> <i>J'utilise des gestes.</i> <i>Je réfléchis.</i></p>	<p>Stratégies <i>Je fais la synthèse.</i> <i>J'utilise un support visuel.</i> <i>Je réfléchis.</i> <i>J'utilise mon dictionnaire personnel</i></p>	<p>Stratégies <i>Je prépare un organisateur graphique</i> <i>Je réfléchis</i> SR p. 4, <i>Je coopère</i> anchor chart</p>

<ul style="list-style-type: none"> • <i>Fiches d'évaluation 1 et 2, Je réfléchis sur le projet et sur le module, align with each person's responsibility for recognizing and using the gifts that God gave us, including our ability to reflect on our actions and grow from them.</i> 	<p>SR pp. 8–9 <i>Pareils ou différents</i> SR p. 12 <i>J'utilise des stratégies.</i> SR pp. 30–31 <i>Je peux.</i> TG p. 37 and p. 56 <i>Lessons 5 and 10, Wrap-Up: Reflect on progress.</i> TG p. 81 <i>Lesson 18, Shared Reading 1: Pause and check.</i> TG p. 99 <i>Lesson 23, Wrap-Up: Reflect on performance task.</i> TG p. 105 <i>Lesson 25, Response to Text: Ask for classmates' advice.</i> TG p. 124 <i>Lesson 30, Wrap-Up: Reflect on performance task.</i> TG p. 126 <i>Lesson 31, Je peux.</i></p>	<p><i>stratégies; J'identifie l'idée principale.</i> SR pp. 30–31, <i>Je peux</i> TG p. 35 <i>Lesson 4, Anticipate: Analyse text.</i> TG p. 40 <i>Lesson 5, Response to Text 1: Complete a graphic organizer—how to locate info.</i> TG p. 57 <i>Lesson 10, Shared Reading 1: Look for main idea.</i> TG pp 58, 73 and 88 <i>Lessons 10, 14, and 18, Wrap-Up: Reflect on progress.</i> TG p. 65 <i>Lesson 12, Wrap-Up: Reflect on performance task.</i> TG p. 71 <i>Lesson 14, Warm-Up: Judge an item's suitability.</i> TG p. 120 <i>Lesson 28, Contextualize/Personalize: Talk about les voyageurs.</i> TG p. 123 <i>Lesson 28, Wrap-Up: Discuss new learning.</i> TG p. 125 <i>Lesson 29, Je peux. (Canada's history)</i></p>	<p>SR p. 12, <i>J'utilise des stratégies : Je réfléchis sur le texte.</i> SR pp. 20–21, <i>Bon appétit!</i> TG p. 38 <i>Lesson 6, Response to Text: Use a personal dictionary.</i> TG pp. 55, 73 and 80 <i>Lessons 11, 16 and 18, Wrap-Up: Reflect on progress.</i> TG p. 117 <i>Lesson 30, Shared Reading 3: Reflect on text.</i> TG p. 120 <i>Lesson 30, Wrap-Up: Reflect on progress.</i></p>	<p><i>Je réfléchis durant le module et sur le module. (Fiches d'évaluation 1 et 2)</i> SR p. 12, <i>J'utilise des stratégies : Je fais la synthèse.</i> SR pp. 20–21, <i>Alors ça, c'est génial!</i> SR pp. 26–27, <i>À toi! (J'utilise un support visuel.)</i> SR pp. 30–31, <i>Je peux.</i> TG p. 28 <i>Lesson 2, Shared Listening 3: Identify a problem or solution.</i> TG p. 30 <i>Lesson 3, Response to Text: Perform a slam poem in groups.</i> TG p. 44 <i>Lesson 7, During Reading—Shared Reading 2: Analyze text using Fiche d'activité 4.</i> TG p. 46 <i>Lesson 7, Response to Text 1: Synthesize: Use a personal dictionary Fiche de stratégie 29.</i> TG p. 63 <i>Lesson 13, Wrap-Up: Reflect on performance task.</i> TG p. 78 <i>Lesson 17, Wrap-Up: Reflect on progress using Fiche d'évaluation 1 : Je réfléchis durant le module.</i> TG p. 81 <i>Lesson 18, Anticipate: Do a picture walk using comprehension</i></p>	<p>SR pp. 24–25, <i>Ça, c'est ma recette!</i> TG p. 35 <i>Lesson 4, Response to Text 1: Complete a graphic organizer.</i> TG p. 43 <i>Lesson 6, Shared Reading 3: Make connections using comprehension strategy Je fais des liens.</i> TG p. 65 <i>Lesson 13, Contextualize/Personalize: Talk about instruments you would like to learn to play.</i> TG p. 72 <i>Lesson 15, Contextualize/Personalize: Talk about a weaving workshop that appeals to you.</i> TG p. 74 <i>Lesson 15, Wrap-Up: Create a rhythm.</i> TG p. 79 <i>Lesson 17, Contextualize/Personalize: Predict the cost of arts and crafts workshops.</i> TG p. 117 <i>Lesson 28, Wrap-Up: Reflect on performance task.</i> TG p. 120 <i>Lesson 29, Summarize and confirm learning (Je peux).</i></p>
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<p>5. A Collaborative Contributor (I am a team player.)</p> <p>About Échos Pro 3:</p> <ul style="list-style-type: none"> Program Overview, pp. 52–60 (Cooperative Learning and Grouping Techniques). 	<p>SR p. 4 <i>Je coopère</i> anchor chart</p> <p>TG p. 24 Lesson 1, Learn classmate's activity preference.</p> <p>TG p. 31 Lesson 3, Cooperative Learning: <i>J'exprime mes sentiments</i></p>	<p>Stratégies <i>J'aide mon groupe.</i></p> <p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>SR pp. 28–29, Game <i>Sur la trace des voyageurs</i></p> <p>TG p. 28 Lesson 2, Warm-up: Play a group memory</p>	<p>SR pp. 6–7, <i>En route</i></p> <p>TG p. 31 Lesson 3, Response to Text: Play a dice game.</p> <p>TG p. 47 Lesson 9, Response to Text: Complete an inquiry chart.</p> <p>TG p. 53 Lesson 11, Warm-up: Play a game of charades.</p>	<p>Stratégies <i>Je coopère avec mes amis. Je vérifie mon texte avec un ou une partenaire</i></p> <p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>TG p. 30 Lesson 3, After Listening, Cooperative</p>	<p>Stratégies <i>Je prépare un organisateur graphique</i> <i>Je réfléchis</i></p> <p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>SR pp. 24–25, <i>Ça, c'est ma recette!</i></p>

<ul style="list-style-type: none"> • TGs p. 17, Cooperative Learning— Group Roles, Learning Tactics, Grouping Techniques. • Suggestions for cooperative learning in margin throughout every teaching guide. 	<p><i>quand je travaille en groupe.</i> TG p. 36 Lesson 5, Response to Text 2: Read aloud poems. TG p. 54 Lesson 10, Inside/Outside Circle. TG p. 61 Lesson 12, Identify success criteria for a description of a friend. TG p. 73 Lesson 16, Warm-Up: Participate in a telephone chain. TG p. 95 Lesson 22, Warm-Up: Make an appointment clock. TG p. 115 Lesson 27, Shared Listening 2: Listen to identify a problem.</p>	<p>game. TG p. 30 Lesson 3, Cooperative Learning: Help your group. TG p. 45 Lesson 6, Warm-Up: Make a human graph. TG p. 79 Lesson 16, Response to Text 1: Plan for an excursion (group placement activity). TG p. 61 and p. 116 Lessons 11 and 26, Identify success criteria (shared practice). TG p. 120 Lesson 28, Board game</p>	<p>TG p. 57 Lesson 12, Warm-Up: Play a game of password with destinations.</p>	<p>Learning: Work with classmates using <i>Fiche de stratégie 28 : Je coopère avec mes amis</i>. TG p. 25 Lesson 1, Verify comprehension: Recap what others said. TG p. 37 Lesson 5, Shared Listening 3: Identify solutions. TG p. 47 Lesson 8, After reading, Response to Text 2: Describe images depicting plastic pollution (working in small groups). TG p. 55 Lesson 10, Shared Reading 3: Explore language (read aloud using “chime in”). TG p. 58 Lesson 11, Response to Text 3: Participate in a round robin. TG p. 60 Lesson 12, Warm-Up: Identify eco-problems (conferencing in groups). TG p. 62 Lesson 13, Practise the oral description with a partner. TG p. 67 Lesson 14, Response to Text: Write a note of appreciation. TG p. 95 Lesson 22, Warm-Up: Peer edit. TG p. 96 Lesson 23, Play module song <i>Je suis là pour la Terre</i> using “Milling to</p>	<p>TG p. 28 Lesson 2, Play game using <i>Fiche d’activité 1 : Je lance le dé</i>. TG p. 36 Lesson 4, Warm-Up: Reflect on cooperative learning. TG p. 43 Lesson 6, Response to Text 1: Compare numbers of Francophone and French speakers (with a partner). TG p. 53 Lesson 9, Warm-Up: Reflect on cooperative learning. TG p. 61 Lesson 12, Match flags and provinces, discuss landmarks with French name. TG p. 79 Lesson 17, Warm-Up: Participate in a preference chain. TG p. 99 Lesson 23, Warm-Up: Read classmates’ recipe choices. TG p. 108 Lesson 25, Warm-Up: Name an ingredient (groups of 5). TG p. 111 Lesson 26, Shared Viewing 2: Listen to determine reasons for a recipe choice.</p>
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<p>6. A Caring Family Member (1 care.)</p> <p>About Échos Pro 3:</p> <ul style="list-style-type: none"> • Learning Checks for teachers are found throughout the module. • Program Overview pp. 73–77, Cultural awareness and intercultural understanding explained. 	<p>SR pp. 2–3, <i>Explorons! L'amitié</i></p> <p>SR p. 5, <i>On est amis</i></p> <p>SR pp. 10–11, <i>À toi!</i>—what defines being a friend.</p> <p>TG p. 33 Lesson 4, Contextualize/Personalize: Talk about enjoying activities with friends.</p> <p>TG p. 101 Lesson 24, Contextualize/Personalize: Make a new student feel welcome.</p> <p>TG p. 117 Lesson 28, Response to Text: Respond to a classmate's feelings.</p> <p>Song <i>Mon amie et moi</i></p>	<p>SR pp. 2–3, <i>Explorons! L'Est</i></p> <p>SR pp. 6–7, <i>Des aventures dans l'Ouest</i></p> <p>SR pp. 8–9, <i>Des aventures dans le Grand Nord</i></p> <p>TG p. 54 Lesson 9, Shared Reading 1: Explore intercultural understanding.</p>	<p>SR pp. 8–9, <i>Une ville à découvrir</i></p> <p>SR pp. 24–25, <i>On visite des attractions</i></p> <p>TG p. 114 Lesson 29, Shared Reading 1: Make meaning and link to personal experience (e.g. why is Mars interesting?).</p>	<p>SR p. 2, <i>Explorons! SR</i> p. 5, <i>Le « septième continent »</i></p> <p>TG p. 38 Lesson 5, Response to Text 2: Describe an image depicting water pollution.</p> <p>TG p. 65 Lesson 14, Anticipate: Talk about francophone groups in Canada.</p> <p>TG p. 70 Lesson 15, Contextualize/Personalize: Give classmates advice about eco-friendly lunches.</p> <p>TG p. 72 Lesson 15, Wrap-Up: Learn about the performance task: Students prepare a poster to encourage a small action in favour of the environment.</p> <p>TG p. 130 Lesson 34, Reflect on intercultural understanding using <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures.</i></p>	<p>music" grouping technique. Students exchange images and discuss their small gesture.</p> <p>TG p. 122 Lesson 31, Wrap-Up: Write an appreciative email to an artist.</p> <p>TG p. 125 Lesson 32, Prepare for active listening.</p>	<p>SR pp. 2–3, <i>Explorons! (Hymne national du Canada)</i></p> <p>SR pp. 22–23, <i>Place aux chefs!</i> (school event)</p> <p>TG p. 31 Lesson 3, Contextualize/Personalize: Talk about examples of French in the community.</p> <p>TG p. 41 Lesson 5, Wrap-Up: Research other statistics (students use Internet to get Canadian demographic information).</p> <p>TG p. 61 Lesson 12, Match flags and provinces; discuss landmarks with French name.</p> <p>TG p. 92 Lesson 21, Contextualize/Personalize: Talk about a traditional or favourite family dish.</p>
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<p>7. A Responsible Citizen (I have responsibilities.)</p> <p>About Échos Pro 3: The suggestions for ELLS and the Intercultural Understanding components throughout the module demonstrate caring and respect for the community.</p>	<p>TG p. 42 Lesson 7, Shared Reading 2: Explore language (choral reading). TG p. 96 Lesson 22, Practise spontaneous invitations.</p>	<p>SR pp. 14–15, <i>Partons à l'aventure</i> SR pp. 20–23, <i>Des situations d'urgence</i> SR pp. 24–25, <i>L'aventure a des risques</i> Video <i>L'aventure a des risques</i></p>	<p>TG p. 29 Lesson 2, Wrap-Up: Find a group with similar interests (speak French). TG p. 75 Lesson 17, Response to Text: Ask about a location (directions). TG p. 83 Lesson 19, Response to Text 2: Exchange directions (with a partner). TG p. 86 Lesson 20, Identify success criteria for a role play. TG p. 88 Lesson 21, <i>Fiche d'activité 8 : Où suis-je?</i> (In groups of three with <i>un chef d'équipe</i> and <i>un encourageur</i>) TG p. 91 Lesson 22, Contextualize/Personalize: Talk about signs.</p>	<p>SR p. 3, <i>Passons à l'action</i> SR pp. 6–7, <i>Le plastique : un danger écologique</i> SR pp. 8–9, <i>L'eau : le nouvel or bleu</i> SR p. 13, <i>Passé à l'action</i> SR pp. 14–15, <i>Les petits gestes</i> SR pp. 22–23, <i>C'est pratique et décoratif!</i> (repurposing) SR pp. 24–29, <i>L'art de recycler!</i> SR pp. 26–27, <i>À toi!</i> (<i>J'utilise un support visuel.</i>) Song <i>Je suis là pour la Terre.</i> TG p. 34 Lesson 4, Contextualize: Name continents and oceans—referring to cultural awareness note. TG p. 35 Lesson 4, Anticipate: View images and read captions. TG p. 43 Lesson 6, Shared Reading 1: Make meaning and link to personal experience. TG p. 58 Lesson 11, Response to Text 3: Prepare and record a photo depicting water scarcity. TG p. 71 Lesson 15, Make</p>	<p>TG p. 117 Lesson 28, Sing national anthem.</p> <p>Strategies <i>J'évalue ma contribution à l'équipe.</i> TG p. 87 Lesson 19, Rehearse role plays.</p>
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ÉCHOS PRO 3 – LINKS TO CATHOLIC SOCIAL TEACHINGS

	Mes amis, ma vie! Equity, Diversity, and Inclusiveness	Prêts pour l'aventure? Healthy choices and Active Leaving	Destination : Montréal Problem-Solving	Es-tu écolo? Environmental Education	Le français chez nous Cultural Awareness
Conceptual Organizer					
Performance Task Summary	<p>A. C'est quoi, un ami ou une amie? Write a personal profile and describe a friend.</p> <p>B. Ensemble! Toujours ensemble! Telephone and invite a friend on an outing.*</p> <p>C. Mes amis et moi Role-play a situation in which you give advice to a friend.</p>	<p>A. Aventures canadiennes Prepare an advertisement for an excursion and choose an excursion for the class.</p> <p>B. Nous sommes prêts! Make a list of items necessary for an outdoor excursion. Listen to a partner's list and identify two illogical items.</p> <p>C. Au secours! Role-play a first-aid situation.</p>	<p>A. On planifie des vacances. Write an email to a friend identifying which city or area they wish to visit, how they'll get there, and asking their advice on attractions.</p> <p>B. Explorons Montréal! Ask and give directions using a map.</p> <p>C. C'est combien? Role-play a transaction in a restaurant, souvenir store, or at the ticket counter.*</p>	<p>A. SOS environnement Describe an image depicting issues around plastic or water.</p> <p>B. Ensemble, on change le monde! Create a poster to promote an ecological action that can be undertaken in the school/community/home.</p> <p>C. Des idées créatives Present an upcycled item and answer questions about it.*</p>	<p>A. De l'Est à l'Ouest, du Nord au Sud. Prepare a photomontage illustrating the presence of French in your home/school/community.</p> <p>B. Le français, c'est artistique! Sign up for art and music workshops.*</p> <p>C. Bon appétit! Prepare a video to apply as a contestant on a television reality cooking show.</p>
1. Human Dignity					
<p>About Échos Pro 3:</p> <ul style="list-style-type: none"> Intercultural Understanding is an explicit component in every module, explained on pp. 74–76 of the Program Overview. Suggestions for handling sensitive 	<p>Stratégies <i>J'exprime mes sentiments.</i> <i>Je répète mon texte à voix haute.</i> SR pp. 6–7, <i>Voici mes amis</i> SR pp. 16–17, <i>Des invitations</i> SR pp. 20–21, <i>Un forum Web pour les amis</i></p>	<p>SR pp. 10–11, <i>Pour communiquer</i> SR pp. 18–19, <i>Pour communiquer</i> SR pp. 26–27, <i>Pour communiquer</i> TG p. 41 Lesson 5, Response to Text 2: Explore place</p>	<p>SR p. 5, <i>Découvrez Montréal</i> SR pp. 10–11, <i>À toi! Pour communiquer</i> SR p. 13, <i>Une visite à vélo</i> SR pp. 18–19 and pp. 26–27, <i>À toi! Pour communiquer</i>– <i>J'utilise des gestes.</i></p>	<p>TG p. 65 Lesson 14, Anticipate: Talk about francophone groups in Canada using <i>Fiche d'évaluation</i> 3. TG p. 67 Lesson 14, Write a note of appreciation. TG p. 122 Lesson 31, Wrap-</p>	<p>SR pp. 6–7, <i>Les francophones au Canada</i> SR pp. 8–9, <i>Partout au Canada, tu peux...</i> SR pp. 10–11, <i>À toi! Je prépare un organisateur graphique</i> (discussion with peers).</p>

<p>issues are available on pp. 10–11 of every TG</p> <ul style="list-style-type: none"> • TGs pp. 18–19, Explanation of Intercultural Understanding. • Suggestions to support Cultural Awareness are provided in margin throughout the TGs. • Suggestions to support English Language Learners (ELLs) are provided in margin in every teaching guide. • Learning Outcomes are written as “Can Do” statements. • The <i>Parle-moi de...</i> section of each student resource and teaching guide promote effective conversation. • The <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures</i> aligns with several OCSGEs—I have a voice. (I respect all people and their languages.); I have ideas. (I know we are all equal and special.); I care. (I care about and respect my ‘family’ at school, at Church, in the community and the World.) 	<p>SR pp. 22–23, <i>Parole aux amis</i></p> <p>TG p. 29 Lesson 2, Response to Text 1: Create a friend web.</p> <p>TG p. 39 Lesson 6, Contextualize/Personalize: Talk about languages spoken.</p> <p>TG p. 58 Lesson 11, Describe performance task and discuss <i>pour communiquer</i>.</p> <p>TG p. 63 Lesson 13, Directions for a three-step interview.</p> <p>TG p. 66 Lesson 14, Talk about <i>l'Acadie</i>.</p> <p>TG p. 70 Lesson 15, Contextualize/Personalize: Make a phone call (phone etiquette).</p> <p>TG p. 77 Lesson 17, Response to Text 1: Talk about music groups who sing in different languages.</p> <p>TG p. 80 Lesson 18, Contextualize/Personalize: Talk about invitations.</p> <p>TG p. 84 Lesson 19, Anticipate: Analyse text (elements that make a text an online invitation).</p> <p>TG p. 90 Lesson 20, Wrap-Up: Make an entry in personal dictionary (invitational sentence).</p> <p>TG p. 128 Lesson 31, Reflect on intercultural understanding.</p>	<p>names.</p> <p>TG p. 49 Lesson 8, Response to Text 2: Prepare an advertisement about an excursion.</p> <p>TG p. 63 Lesson 12, Participate in gallery walk: Record info about three favourite excursions.</p> <p>TG p. 85 Lesson 17, Shared Reading 2: Make intercultural connections.</p> <p>TG p. 93 Lesson 20, Present a list of clothing and equipment with a partner.</p> <p>TG p. 101 Lesson 22, Contextualize: Describe ailments.</p> <p>TG p. 127 Lesson 29, Reflect on intercultural understanding.</p>	<p>TG p. 30 Lesson 3, Warm-up: Compare Montreal to one’s own region.</p> <p>TG p. 39 Lesson 6, Wrap-Up: Respond to classmates’ preferences.</p> <p>TG p. 54 Lesson 11, Response to Text: Write an email.</p> <p>TG p. 68 Lesson 15, Language awareness—when to use <i>vous</i>.</p> <p>TG p. 104 Lesson 26, French “language” for money.</p> <p>TG p. 108 Lesson 27, Wrap-Up: Make an inquiry.</p> <p>TG p. 110 Lesson 28, Response to Text: Role-play a purchase in a restaurant or souvenir store.</p> <p>TG p. 119 Lesson 30, Response to Text 2: Role-play a transaction.</p> <p>TG p. 129 Lesson 33, Reflect on intercultural understanding.</p> <p>Video <i>Un tour à vélo</i></p>	<p>Up: Write an appreciative email to an artist.</p>	<p>SR pp. 18–19 and pp. 26–27, <i>A toi! Je parle avec expression</i>.</p> <p>TG p. 24 Lesson 1, Contextualize/Activate prior knowledge about culture images.</p> <p>TG p. 28 Lesson 2, Response to Text: Talk about example of bilingual, francophone, and Métis culture.</p> <p>TG p. 48 Lesson 8, Contextualize/Personalize Brainstorm products with bilingual labelling.</p> <p>TG p. 122 Lesson 29, Reflect on intercultural understanding using <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures</i>.</p>
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	<p>Song <i>Mon amie et moi (des mois acadiens)</i></p> <p>TG p. 42 Lesson 7, Shared Reading 2: Explore language (choral reading). TG p. 96 Lesson 22, Practise spontaneous invitations.</p>	<p>SR pp. 14–15, <i>Partons à l'aventure</i></p>	<p>TG p. 29 Lesson 2, Wrap-up: Find a group with similar interests (speak French). TG p. 83 Lesson 19, Response to Text 2: Exchange directions (with a partner). TG p. 86 Lesson 20, Identify success criteria for a role play. TG p. 88 Lesson 21, <i>Fiche d'activité 8 : Où suis-je? (In groups of three with un chef d'équipe and un encourageur)</i>. TG p. 91 Lesson 22, Contextualize/Personalize: Talk about signs.</p>	<p>SR pp. 16–17, <i>Es-tu plus ou moins écolo?</i> SR pp. 20–21, <i>Alors ça, c'est génial! (des buts)</i> TG p. 43 Lesson 6, Shared Reading 1: Make meaning and link to personal experience. TG p. 71 Lesson 15, Make predictions: How many kgs. of garbage a student throws away in one year. TG p. 73 Lesson 16, Warm-up: Classify actions under the 3 Rs (<i>réduire, réutiliser, recycler</i>) using <i>Fiche d'activité 6 : La semaine de la Terre</i> to match solution to problem. TG p. 88 Lesson 20, Shared Reading 1: Make meaning and link to personal experience. TG p. 96 Lesson 23, Play module song <i>Je suis là pour la Terre</i> using “Milling to music” grouping technique. Students exchange images and discuss their small gesture.</p>	<p>Strategies <i>J'évalue ma contribution à l'équipe.</i> TG p. 41 Lesson 5, Wrap-up: Research other statistics (students use Internet to get Canadian demographic information). TG p. 87 Lesson 19, Rehearse role plays. TG p. 117 Lesson 28, Sing national anthem.</p>
<p>2. Rights and Responsibilities</p>					
<p>3. Option for the Poor and Vulnerable</p>	<p>TG p. 10, Five ways to differentiate performance task.</p>	<p>SR pp. 20–23, <i>Des situations d'urgence</i></p>	<p>TG p. 10, Six ways to differentiate performance</p>	<p>SR p. 3, <i>Passons à l'action</i> SR p. 13, <i>Passé à l'action</i></p>	<p>TG p. 10, Eight ways to differentiate performance</p>

<p>About Échos Pro 3:</p> <ul style="list-style-type: none"> • Suggestions for supporting DI and ELLs in margin throughout each teaching guide. • Program Overview, Explanation of how to differentiate pp. 43–45, and explanation of how to support ELLs pp. 46–48 • Suggestions for cultural awareness in margin throughout each TGs. 	<p>TG p. 11, Handling 6 sensitive issues. TG pp. 36, 47, 55, 89, 93, 118, How to support and challenge students.</p>	<p>SR pp. 24–25, <i>L'aventure a des risques</i> TG p. 10, Five ways to differentiate performance task. TG p. 11, Handling three sensitive issues. TG pp. 50, 84, 88, 112, How to support and challenge students.</p>	<p>task. TG p. 11, Handling four sensitive issues. TG pp. 48, 55, 82, 83, 111, 120, How to support and challenge students. TG Lesson 17, Response to Text: Ask about a location (directions).</p>	<p>SR pp. 14–15, <i>Les petits gestes</i> TG p. 10 Six ways to differentiate performance task. TG pp. 92, 104, 121, 122 How to support and challenge students.</p>	<p>task. TG pp. 53, 77, 83, 105, 112, How to support and challenge students.</p>
<p>4. Stewardship of Creation</p>	<p>SR pp. 2–3, <i>Explorons!</i> SR p. 5, <i>On est amis</i> SR pp. 10–11, <i>A toi—what defines being a friend.</i> TG p. 33 Lesson 4, Contextualize/Personalize: Talk about enjoying activities with friends. TG p. 101 Lesson 24, Contextualize/Personalize: Make a new student feel welcome. TG p. 117 Lesson 28, Response to Text: Respond to a classmate's feelings.</p>	<p>SR pp. 2–3, <i>Explorons!</i> SR p. 5, <i>Une aventure dans l'Est</i> SR pp. 6–7, <i>Des aventures dans l'Ouest</i> SR pp. 8–9, <i>Des aventures dans le Grand Nord</i> TG p. 54 Lesson 9, Shared Reading 1: Explore intercultural understanding.</p>	<p>SR pp. 2–3, <i>Explorons!</i> SR pp. 8–9, <i>Une ville à découvrir</i> SR pp. 24–25, <i>On visite des attractions</i> TG p. 41 Lesson 7, Contextualize/Personalize: Talk about modes of transportation. TG p. 61 Lesson 13, PD corner—creating a school community. TG p. 114 Lesson 29, Shared Reading 1: Make meaning and link to personal experience (e.g. why is Mars interesting?).</p>	<p>SR p. 3, <i>Passions à l'action</i> SR p. 5, <i>Le « septième continent »</i> SR pp. 6–7, <i>Le plastique : un danger écologique</i> SR pp. 8–9, <i>L'eau : le nouvel or bleu</i> SR p. 13, <i>Passé à l'action</i> SR pp. 14–15, <i>Les petits gestes</i> SR pp. 22–23, <i>C'est pratique et décoratif!</i> (repurposing) SR pp. 24–29, <i>L'art de recycler!</i> Song <i>Je suis là pour la Terre.</i> TG p. 25 Lesson 1, Before Reading: Contextualize: Name ecological problems and solutions. TG p. 38 Lesson 5, Response to Text 2: Describe an image depicting water pollution. TG p. 47 Lesson 8, After</p>	<p>TG p. 61 Lesson 12, Match flags and provinces; discuss landmarks with French name. TG p. 92 Lesson 21, Contextualize/ Personalize: Talk about a traditional or favourite family dish.</p>

<p>5. Global Solidarity</p> <p>About Échos Pro 3:</p> <ul style="list-style-type: none"> • Intercultural Understanding is an explicit component in every module, explained on pp. 18–19 of each TG. • Suggestions to support English Language Learners (ELLs) are provided in margin throughout the entire module. 	<p>SR pp. 8–9, <i>Pareils ou différents</i> TG p. 105 Lesson 25, Response to Text: Ask for classmates' advice.</p>	<p>TG p. 41 Lesson 5, Response to Text 2: Explore place names. TG p. 85 Lesson 17, Shared Reading 2: Make intercultural connections. TG p. 120 Lesson 28, Contextualize/Personalize: Talk about <i>les voyageurs</i> (Canada's history). TG p. 127 Lesson 29, Reflect on intercultural understanding.</p>	<p>SR p. 5, <i>Découvrez Montréal</i> SR p. 13, <i>Une visite à vélo</i> SR pp. 20–21, <i>Bon appétit!</i> TG p. 30 Lesson 3, Warm-Up: Compare Montreal to one's own region. TG p. 39 Lesson 6, Wrap-Up: Respond to classmates' preferences. TG p. 54 Lesson 11, Response to Text: Write an email. TG p. 68 Lesson 15, Sociolinguistic awareness—when to use <i>vous</i>. TG p. 104 Lesson 26, French “language” for money. TG p. 129 Lesson 33, Reflect on intercultural understanding.</p>	<p>SR pp. 6–7 <i>Les francophones au Canada</i> SR pp. 8–9 <i>Partout au Canada, tu peux...</i> TG p. 24 Lesson 1, Contextualize/Activate prior knowledge about culture images. TG p. 28 Lesson 2, Response to Text: Talk about example of bilingual, francophone, and Métis culture. TG p. 43 Lesson 6, Response to Text 1: Compare numbers of Francophone and French speakers (with a partner). TG p. 48 Lesson 8, Contextualize/Personalize Brainstorm products with bilingual labelling. TG p. 61 Lesson 12, Response to Text: Do a</p>	<p>reading: Response to Text 2: Describe images depicting plastic pollution (working in small groups). TG p. 51 Lesson 9, Personalize: Talk about safe water sources. TG 112 Lesson 28, Discuss materials to be upcycled to make <i>une mangeoire d'oiseaux</i> and <i>un luminaire</i>.</p>
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<p>6. Promotion of Peace</p> <p>About Échos Pro 3:</p> <ul style="list-style-type: none"> Cooperative learning suggestions in margin throughout each teaching guide. Program Overview pp. 52–60, Cooperative learning strategies and grouping techniques. TG pp. 18–19 of each TG, Cooperative Learning—Group Roles, Learning Tactics, Grouping Techniques. 	<p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>TG p. 31 Lesson 3, Cooperative Learning: Express emotions</p> <p>TG p. 42 Lesson 7, Shared Reading 2: Explore language (choral reading).</p> <p>TG p. 54 Lesson 10, Inside/Outside Circle</p> <p>TG p. 61 Lesson 12, Identify success criteria for a description of a friend.</p> <p>TG p. 73 Lesson 16, Warm-up: Telephone chain.</p> <p>TG p. 95 Lesson 22, Make an appointment clock.</p> <p>TG p. 115 Lesson 22, Practise spontaneous invitations.</p>	<p>Strategies</p> <p><i>J'aide mon groupe.</i></p> <p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>TG p. 28 Lesson 2, Warm-up: Play a group memory game.</p> <p>TG p. 30 Lesson 3, Cooperative Learning: Help your group.</p> <p>TG p. 45 Lesson 6, Wrap-up: Make a human graph.</p> <p>TG p. 79 Lesson 16, Response to Text 1: Plan for an excursion (group placement activity).</p> <p>TG p. 61 and p. 116 Lessons 11 and 26, Identify success criteria (shared practice).</p>	<p>SR p. 4 <i>Je coopère</i> anchor chart</p> <p>TG p. 31 Lesson 3, Response to Text: Play a dice game.</p> <p>TG p. 33 Lesson 4, Warm-up: State a preferred destination and attraction (think/pair/share).</p> <p>TG p. 42 Lesson 7, Anticipate: Analyse text and make predictions (group).</p> <p>TG p. 53 Lesson 11, Warm-up: Play a game of charades.</p> <p>TG p. 57 Lesson 12, Warm-up: Play a game of password with destinations.</p> <p>TG p. 58 Lesson 12, Identify success criteria (shared practice).</p> <p>TG p. 64 Lesson 14, Give directions using a map (in pairs).</p> <p>TG p. 102 Lesson 25, Peer-editing sentences in personal dictionary.</p>	<p>Strategies</p> <p><i>Je vérifie mon texte avec un ou une partenaire.</i></p> <p><i>Je coopère avec mes amis</i></p> <p>TG p. 30 Lesson 3 After Listening—Cooperative Learning: Work with classmates using <i>Fiche de stratégie 28 : Je coopère avec mes amis.</i></p> <p>TG p. 31 Lesson 3, Response to Text: Perform a slam poem in groups.</p> <p>TG p. 47 Lesson 8, After reading: Response to Text 2: Describe images depicting plastic pollution (working in small groups).</p> <p>TG p. 60 Lesson 12, Warm-up: Identify eco-problems (conferencing in groups).</p> <p>TG p. 125 Lesson 32, Prepare for active listening.</p>	<p>survey.</p> <p>TG p. 120 Lesson 29, Reflect on intercultural understanding using <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures.</i></p>
<p>7. Community and the Common Good</p> <p>About Échos Pro 3:</p>	<p>SR pp. 2–3, <i>Explorons!</i></p> <p>SR p. 5, <i>On est amis</i></p> <p>SR pp. 10–11, <i>A toi!</i>—what</p>	<p>SR pp. 2–3, <i>Explorons!</i></p> <p>SR p. 5, <i>Une aventure dans l'Est</i></p>	<p>Strategies</p> <p><i>Je vérifie mon texte avec un ou une partenaire.</i></p> <p>TG p. 30 Lesson 3 After Listening—Cooperative Learning: Work with classmates using <i>Fiche de stratégie 28 : Je coopère avec mes amis.</i></p> <p>TG p. 31 Lesson 3, Response to Text: Perform a slam poem in groups.</p> <p>TG p. 47 Lesson 8, After reading: Response to Text 2: Describe images depicting plastic pollution (working in small groups).</p> <p>TG p. 60 Lesson 12, Warm-up: Identify eco-problems (conferencing in groups).</p> <p>TG p. 125 Lesson 32, Prepare for active listening.</p>	<p>Strategies</p> <p><i>Je vérifie mon texte avec un ou une partenaire.</i></p> <p><i>Je coopère avec mes amis</i></p> <p>TG p. 30 Lesson 3 After Listening—Cooperative Learning: Work with classmates using <i>Fiche de stratégie 28 : Je coopère avec mes amis.</i></p> <p>TG p. 31 Lesson 3, Response to Text: Perform a slam poem in groups.</p> <p>TG p. 47 Lesson 8, After reading: Response to Text 2: Describe images depicting plastic pollution (working in small groups).</p> <p>TG p. 60 Lesson 12, Warm-up: Identify eco-problems (conferencing in groups).</p> <p>TG p. 125 Lesson 32, Prepare for active listening.</p>	<p>Strategies</p> <p><i>J'évalue ma contribution à l'équipe.</i></p>

<ul style="list-style-type: none"> • Program Overview pp. 74–77, Cultural awareness and intercultural understanding explained. • The suggestions for ELLS and the Intercultural Understanding components throughout all TGs demonstrate caring and respect for the community. 	<p>defines being a friend TG p. 24 Lesson 1, Learn classmate’s activity preference. TG p. 33 Lesson 4, Contextualize/Personalize: Talk about enjoying activities with friends. TG p. 36 Lesson 5, Response to Text 2: Read aloud poems. TG p. 101 Lesson 24, Contextualize/Personalize: Make a new student feel welcome. TG p. 115 Lesson 27, Shared Listening 2: Listen to identify a problem. TG p. 117 Lesson 28, Response to Text: Respond to a classmate’s feelings.</p>	<p>SR pp. 6–7, <i>Des aventures dans l’Ouest</i> SR pp. 8–9, <i>Des aventures dans le Grand Nord</i> TG p. 54 Lesson 9, Shared Reading 1: Explore intercultural understanding.</p>	<p>similar interests (speak French). TG p. 41 Lesson 7, Contextualize/Personalize: Talk about modes of transportation. TG p. 61 Lesson 13, PD comert—creating a school community. TG p. 83 Lesson 19 Response to Text 2: Exchange directions (with a partner). TG p. 86 Lesson 20, Identify success criteria for a role play. TG p. 88 Lesson 21, <i>Fiche d’activité 8 : Où suis-je?</i> (In groups of three with <i>un chef d’équipe</i> and <i>un encourageur</i>). TG p. 91 Lesson 22, Talk about signs.</p>	<p>chart SR pp. 16–17, <i>Es-tu plus ou moins écolo?</i> TG p. 30 Lesson 3, After Listening: Cooperative Learning: Work with classmates using <i>Fiche de stratégie 28 : Je coopère avec mes amis</i>. TG p. 37 Lesson 5, Shared Listening 3: Identify solutions. TG p. 47 Lesson 8, After reading, Response to Text 2: Describe images depicting plastic pollution (working in small groups). TG p. 58 Lesson 11, Response to Text 3: Prepare and record a photo depicting water scarcity. TG p. 70 Lesson 15, Contextualize/Personalize: Give classmates advice about eco-friendly lunches. TG p. 71 Lesson 15, Make predictions: How many kgs. of garbage a student throws away in one year. TG p. 72 Lesson 15, Wrap-Up: Learn about the performance task: Students prepare a poster to encourage a small action in favour of the environment. TG p. 96 Lesson 23, Play</p>	<p>SR pp. 2–3, <i>Explorons! (Hymne national du Canada)</i> SR pp. 22–23, <i>Place aux chefs!</i> (school event) TG p. 28 Lesson 2, Play game using <i>Fiche d’activité 1 : Je lance le dé</i>. TG p. 36 Lesson 4, Wrap-Up: Reflect on cooperative learning. TG p. 53 Lesson 9, Wrap-Up: Reflect on cooperative learning. TG p. 87 Lesson 19, Rehearse role plays. TG p. 111 Lesson 26, Shared Viewing 2: Listen to determine reasons for a recipe choice.</p>
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				<p>module song <i>Je suis là pour la Terre</i> using “Milling to music” grouping technique. Students exchange images and discuss their small gesture.</p> <p>TG p. 132 Lesson 34, Reflect on intercultural understanding using <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures</i></p>	
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ÉCHOS PRO 3—LINKS TO THEOLOGICAL AND CARDINAL VIRTUES

	Mes amis, ma vie! Equity, Diversity, and Inclusiveness	Prêts pour l'aventure? <i>Healthy choices and Active Leaving</i>	Destination : Montréal Problem-Solving	Es-tu écolo? Environmental Education	Le français chez nous Cultural Awareness
Conceptual Organizer					
Performance Task Summary	<p>A. C'est quoi, un ami ou une amie? Write a personal profile and describe a friend.</p> <p>B. Ensemble! Toujours ensemble! Telephone and invite a friend on an outing.*</p> <p>C. Mes amis et moi Role-play a situation in which you give advice to a friend.</p>	<p>A. Aventures canadiennes Prepare an advertisement for an excursion and choose an excursion for the class.</p> <p>B. Nous sommes prêts! Make a list of items necessary for an outdoor excursion. Listen to a partner's list and identify two illogical items.</p> <p>C. Au secours! Role-play a first-aid situation.</p>	<p>A. On planifie des vacances. Write an email to a friend identifying which city or area they wish to visit, how they'll get there, and asking their advice on attractions.</p> <p>B. Explorons Montréal! Ask and give directions using a map.</p> <p>C. C'est combien? Role-play a transaction in a restaurant, souvenir store, or at the ticket counter.*</p>	<p>A. SOS environnement Describe an image depicting issues around plastic or water.</p> <p>B. Ensemble, on change le monde! Create a poster to promote an ecological action that can be undertaken in the school/community/home.</p> <p>C. Des idées créatives Present an upcycled item and answer questions about it.*</p>	<p>A. De l'Est à l'Ouest, du Nord au Sud. Prepare a photomontage illustrating the presence of French in your home/school/community.</p> <p>B. Le français, c'est artistique! Sign up for art and music workshops.*</p> <p>C. Bon appétit! Prepare a video to apply as a contestant on a television reality cooking show.</p>
1. Faith (T)					
2. Hope (T)	<p>Stratégies <i>Je vérifie ma compréhension. J'utilise un modèle. Je répète mon texte à haute</i></p>	<p>SR p. 12, <i>J'utilise des stratégies.</i> SR pp. 30–31, <i>Je peux.</i> TG p. 35 <i>Lesson 4,</i></p>	<p>Stratégies <i>Je clarifie mes idées. Je réfléchis sur le texte. Je fais un brouillon.</i></p>	<p>SR pp. 20–21, <i>Alors ça, c'est génial! (des buts)</i> SR pp. 30–31, <i>Je peux.</i> TG p. 28 <i>Lesson 2, Shared</i></p>	<p>Stratégies <i>Je réfléchis. SR</i> pp. 2–3, <i>Explorons! (Hymne national du</i></p>

	<p>voix. <i>Je réfléchis.</i> SR pp. 8–9, <i>Pareils ou différents</i> SR p. 12, <i>J'utilise des stratégies.</i> SR pp. 30–31, <i>Je peux.</i> TG pp. 37 and 56 Lessons 5 and 10, Wrap-Up: Reflect on progress. TG p. 81 Lesson 18, Shared Reading 1: Pause and check. TG p. 99 Lesson 23, Wrap-Up: Reflect on performance task. TG p. 105 Lesson 25, Response to Text: Ask for classmates' advice. TG p. 111 Lesson 26, Create a conversation. TG p. 124 Lesson 30, Wrap-Up: Reflect on performance task. TG p. 126 Lesson 31, <i>Je peux.</i></p>	<p>Anticipate: Analyse text. TG p. 40 Lesson 5, Response to Text 1: Complete a graphic organizer—how to locate info. TG p. 57 Lesson 10, Shared Reading 1: Look for main idea. TG pp. 58, 73, and 88 Lessons 10, 14, and 18, Wrap-Up: Reflect on progress. TG p. 65 Lesson 12, Wrap-Up: Reflect on performance task. TG p. 71 Lesson 14, Warm-Up: Judge an item's suitability. TG p. 123 Lesson 28, Wrap-Up: Discuss new learning. TG p. 125 Lesson 29, <i>Je peux.</i></p>	<p><i>J'utilise des gestes. Je réfléchis.</i> SR p. 12, <i>J'utilise des stratégies. (Je réfléchis sur le texte.)</i> SR pp. 30–31, <i>Je peux.</i> TG p. 38 Lesson 6, Response to Text: Use a personal dictionary. TG pp. 55, 73, 80 Lessons 11, 16, and 18, Wrap-Up: Reflect on progress. TG p. 117 Lesson 30, Shared Reading 3: Reflect on text. TG p. 120 Lesson 30, Wrap-Up: Reflect on progress. TG p. 127 Lesson 33, <i>Je peux.</i></p>	<p>Listening 3: Identify a problem or solution. TG p. 81 Lesson 18, Anticipate: Do a picture walk using comprehension strategies <i>Je pose des questions</i> and <i>Je fais des prédictions.</i> TG p. 104 Lesson 25, Create and describe an upcycled item. TG p. 112 Lesson 28, Discuss materials to be upcycled to make <i>une mangeoire d'oiseaux</i> and <i>un luminaire.</i> TG p. 130 Lesson 34, Students reflect on what they do well and set new goals.</p>	<p>Canada) SR p. 5, <i>Le français autour de moi</i> SR p. 13, <i>Place à la musique et à la danse</i> SR pp. 14–15, <i>L'art du tissage</i> SR pp. 20–21, <i>Des traditions à la mode</i> SR pp. 30–31, <i>Je peux.</i> TG p. 43 Lesson 6, Shared Reading 3: Make connections using comprehension strategy <i>Je fais des liens.</i> TG p. 65 Lesson 13, Contextualize/Personalize: Talk about instruments you would like to learn to play. TG p. 117 Lesson 28, Wrap-Up: Reflect on the performance task. TG p. 120 Lesson 29, Summarize and confirm learning (<i>Je peux</i>).</p>
<p>3. Charity (T) TG pp. 19–20 Intercultural understanding, cultural awareness, sociolinguistic awareness information. Also available in margin throughout module</p>	<p>SR pp. 2–3, <i>Explorons!</i> SR p. 5, <i>On est amis</i> SR pp. 10–11, <i>A toi!</i>—what defines being a friend. SR pp. 18–19, <i>Des invitations</i> SR pp. 20–21, <i>Un forum Web pour les amis</i> TG p. 29 Lesson 2, Response to Text 1: Create a friend web.</p>	<p>SR pp. 10–11, <i>Pour communiquer</i> SR pp. 18–19, <i>Pour communiquer</i> SR pp. 26–27, <i>Pour communiquer</i> TG p. 41 Lesson 5, Response to Text 2: Explore place names.</p>	<p>TG p. 75 Lesson 17, Response to Text: Ask about a location (directions).</p>	<p>TG p. 11 Handling three sensitive issues.</p>	<p>SR pp. 6–7, <i>Les francophones au Canada</i> SR pp. 8–9, <i>Partout au Canada, tu peux...</i> TG pp. 18–19 Intercultural understanding, cultural awareness, sociolinguistic awareness</p>

	<p>TG p. 33 Lesson 4, Contextualize/Personalize: Talk about enjoying activities with friends.</p> <p>TG p. 58 Lesson 11, Describe performance task and discuss <i>pour communiquer</i>.</p> <p>TG p. 63 Lesson 13, Three-step interview.</p> <p>TG p. 70 Lesson 15, Contextualize/Personalize: Make a phone call (phone etiquette).</p> <p>TG p. 80 Lesson 18, Contextualize/Personalize: Talk about invitations.</p> <p>TG p. 84 Lesson 19, Anticipate: Analyse text (elements that make a text an online invitation).</p> <p>TG p. 101 Lesson 24, Contextualize/Personalize: Make a new student feel welcome.</p> <p>TG p. 117 Lesson 28, Response to Text: Respond to a classmate's feelings.</p>	<p>TG p. 49 Lesson 8, Response to Text 2: Prepare an advertisement about an excursion.</p> <p>TG p. 63 Lesson 12, Participate in gallery walk: Record info about three favourite excursions.</p> <p>TG p. 85 Lesson 17, Shared Reading 2: Make intercultural connections.</p> <p>TG p. 127 Lesson 29, Reflect on intercultural understanding.</p>			<p>information. Also available in margin throughout module.</p> <p>TG p. 11 Handling four sensitive issues</p> <p><i>Fiche d'évaluation 3 : Je réfléchis sur les cultures.</i></p> <p>TG p. 58 Lesson 11, Write captions and peer-edit.</p> <p>TG p. 110 Lesson 25, Wrap-Up: Peer-edit.</p>
<p>4. Prudence (C)</p>	<p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>TG p. 24 Lesson 1, Learn classmates activity preference.</p> <p>TG p. 31 Lesson 3, Cooperative Learning: Express emotions.</p>	<p>Stratégies <i>J'aide mon groupe.</i></p> <p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>TG p. 28 Lesson 2, Warm-Up: Play a group memory game.</p>	<p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>TG p. 33 Lesson 4, Warm-Up: State a preferred destination and attraction (think/pair/share).</p> <p>TG p. 42 Lesson 7,</p>	<p>Stratégies <i>Je coopère avec mes amis.</i></p> <p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>TG p. 25 Lesson 1, Verify comprehension: Recap what others said.</p>	<p>SR p. 4, <i>Je coopère</i> anchor chart</p> <p>SR pp. 24-25, <i>Ça, c'est ma recette!</i></p> <p>TG p. 36 Lesson 4, Wrap-Up: Reflect on cooperative learning.</p>

	<p>TG p. 36 Lesson 5, Response to Text 2: Read aloud poems. TG p. 54 Lesson 10, Inside/Outside Circle TG p. 61 Lesson 12, Identify success criteria for a description of a friend. TG p. 73 Lesson 16, Warm-Up: Telephone chain. TG p. 115 Lesson 27, Shared Listening 2: Listen to identify problems.</p>	<p>TG p. 30 Lesson 3, Cooperative Learning: Help your group. TG p. 45 Lesson 6, Wrap-Up: Make a human graph. TG p. 79 Lesson 16, Response to Text 1: Plan for an excursion (group placement activity).</p>	<p>Anticipate: Analyse text and make predictions in groups. TG p. 57 Lesson 12, Identify success criteria (shared practice). TG p. 64 Lesson 14, Give directions using a map (in pairs). TG p. 102 Lesson 25, Peer-editing sentences in personal dictionary.</p>	<p>TG p. 67 Lesson 14, Response to Text: Write a note of appreciation. TG p. 122 Lesson 31, Wrap-Up: Write an appreciative email to an artist. TG p. 125 Lesson 32, Prepare for active listening.</p>	<p>TG p. 99 Lesson 23, Warm-Up: Read classmates' recipe choices. TG p. 111 Lesson 26, Shared Viewing 2: Listen to determine reasons for a recipe choice.</p>
<p>5. Justice (C)</p> <ul style="list-style-type: none"> • Suggestions to support English Language Learners (ELLs) are provided in margin throughout the entire module. • TGs pp. 18–19, Explanation of Intercultural Understanding. 	<p>Strategies <i>J'expérimente mes sentiments.</i> TG p. 10, Five ways to differentiate performance task. TG p. 11, Handling six sensitive issues. TG pp. 36, 47, 55, 89, 93, 118, How to support and challenge students. TG p. 115 Lesson 27, Shared Reading 3: Listen to identify how students help others.</p>	<p>SR p. 5, <i>Découvrez Montréal</i> SR p. 13, <i>Une visite à vélo</i> TG p. 30 Lesson 3, Warm-Up: Compare Montreal to one's own region. TG p. 39 Lesson 6, Wrap-Up: Respond to classmates' preferences. TG p. 54 Lesson 11, Response to Text: Write an email. TG p. 68 Lesson 15, Sociolinguistic awareness—when to use <i>vous</i>. TG p. 104 Lesson 26, French “language” for money. TG p. 129 Lesson 33, Reflect on intercultural understanding.</p>	<p>Stratégies <i>Je vérifie mon texte avec un ou une partenaire</i> SR pp. 16–17, <i>Es-tu plus ou moins écolo?</i> TG p. 10 Six ways to differentiate performance task TG p. 11, Handling three sensitive issues. TG pp. 92, 104, 121, 122, How to support and challenge students. <i>Fiche d'évaluation 3 : Je réfléchis sur les cultures</i></p>	<p>SR pp. 6–7, <i>Les francophones au Canada</i> SR pp. 8–9, <i>Partout au Canada, tu peux...</i> SR pp. 10–11, <i>A toi! Je prépare un organisateur graphique</i> (discussion with peers). TG p. 10, Eight ways to differentiate performance task. TG p. 11 Handling four sensitive issues. TG pp. 18–19 Intercultural understanding, cultural awareness, sociolinguistic awareness information. Also available in margin throughout module Suggestions to support DI and ELLs in margin</p>	

