

Grade 4—Manitoba French: Communication and Culture Curriculum Correlation to Échos Pro 1

Overall Expectations	Specific Expectations	Module 1 Ma classe et moi	Module 2 Ça, c'est ma journée!	Module 3 Suivez-moi!	Module 4 Les animaux et nous	Module 5 Allons au festival!
<p>ORAL COMMUNICATION : LISTEN IN ORDER TO UNDERSTAND THE COMMUNICATED LANGUAGE</p>						
Students listen with visual support as needed and demonstrate comprehension.	Students listen for specific information and demonstrate understanding. <i>ex., name cognates (mots-amis) and familiar words in short familiar, simple messages</i> <i>ex., match simple message/description to illustration, photo, or object</i> <i>ex., illustrate response of an oral description</i>	Student Resource pp. 2-3, 14-15, 20-21, 28-29 Teacher's Resource Lessons 2, 7, 10, 15, 20, 22	Student Resource pp. 2-3, 12-13, 20-21 Teacher's Resource Lessons 1, 2, 7, 9, 10, 11, 12, 18	Student Resource pp. 2-3, 12-13, 14-15, 16-17, 20-21 Teacher's Resource Lessons 1, 2, 3, 8, 10, 13, 14, 16, 17, 18, 19, 21	Student Resource pp. 2-3, 20-21, 22-23 Teacher's Resource Lessons 1, 2, 11, 16, 17, 19, 20	Student Resource pp. 2-3, 16-17, 18-19, 20-21, 22-23 Teacher's Resource Lessons 1, 2, 4, 6, 8, 10, 11, 12, 13, 17
	Students respond to simple questions and demonstrate understanding. <i>ex., nod the head to demonstrate understanding (yes/no)</i> <i>ex., use gestures</i>	Student Resource pp. 2-3, 8-9, 14-15, 20-21 Teacher's Resource Lessons 1, 2, 10, 16		Student Resource pp. 12-13, 16-17 Teacher's Resource Lessons 7, 12	Student Resource pp. 14-15 Teacher's Resource Lessons 2, 11, 14	
	Students follow simple directions and demonstrate understanding. <i>ex., follow a series of commands</i> <i>ex., stand when hearing a certain word in a song.</i>	Student Resource pp. 20-21, 28-29 Teacher's Resource Lessons 8, 9, 10, 12, 13, 15, 18, 21, 22	Student Resource pp. 6-7 Teacher's Resource Lessons 5, 7	Student Resource pp. 2-3, 6-7, 12-13, 14-15, 16-17, 18-19, 20-21 Teacher's Resource Lessons 1, 2, 3, 4, 9, 13, 16, 17, 21	Student Resource pp. 14-15 Teacher's Resource Lesson 10	Student Resource pp. 2-3, 18-19 Teacher's Resource Lessons 1, 12
	Students use various strategies to understand the communicated message. <i>ex., listen attentively (consider tone of the speaker's voice/auditory clues)</i> <i>ex., use contextual or visual clues</i> <i>ex., ask questions</i> <i>ex., ask for help</i>	Student Resource pp. 2-3, 8-9 Teacher's Resource Lessons 1, 2, 5, 9, 15	Student Resource pp. 8-9 Teacher's Resource Lesson 3	Student Resource pp. 8-9 Teacher's Resource Lesson 3	Student Resource pp. 8-9 Teacher's Resource Lesson 3	Student Resource pp. 8-9 Teacher's Resource Lesson 3

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<p>ORAL COMMUNICATION: COMMUNICATE ORALLY AND INTERACT SPONTANEOUSLY, KEEPING IN MIND THE MESSAGE, FLUENCY AND ACCURACY</p>						
Students communicate ideas effectively and logically in complete simple sentences as modeled by the teacher.	Students communicate clearly their message orally by carrying out the following acts of communication: introducing oneself, ex., <i>Je m'appelle Eric. J'ai 9 ans.</i> describing preferences, ex., <i>Est-ce que tu aimes les pommes? Oui, j'aime les pommes, je n'aime pas les bananes.</i> describing a person, ex. <i>Ma mère est grande. Elle a les cheveux roux.</i> describing a place, ex., <i>Mon école est petite.</i> describing a thing, ex., <i>J'ai un chien. Il est brun.</i> talking about daily activities, ex., <i>Je vais à l'école. Pendant la récréation je joue au soccer. Après l'école je vais à la garderie.</i> talking about immediate surroundings, ex., <i>J'habite à Saint Boniface. Mon adresse est : 411, rue Aulneau.</i> communicating a need, ex., <i>Est-ce que je peux aller boire de l'eau?</i> asking for information (ask simple questions) ex. <i>Est-ce que tu aimes les pommes?, ex., Qu'est-ce qu'il y a dans ton sac à dos?</i> giving directions, ex., <i>Passe-moi la gomme à effacer, stp.</i>	Student Resource pp. 2-3, 18-19, 20-21, Teacher's Resource Lessons 1, 2, 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22	Student Resource pp. 6-7, 12-13, 14-15, 18-19, 26-27, 28-29 Teacher's Resource Lessons 1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 18, 20, 21	Student Resource pp. 2-3, 6-7, 12-13, 16-17, 22-23 Teacher's Resource Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 20, 22, 23, 24	Student Resource pp. 2-3, 6-7, 14-15, 16-17, 22-23 Teacher's Resource Lessons 1, 4, 3, 6, 7, 10, 11, 12, 14, 15, 17, 18, 19, 20, 21	Student Resource pp. 2-3, 6-7, 12-13, 14-15, 16-17, 18-19, 20-21, 28-29 Teacher's Resource Lessons 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 20
Fluency: Students use appropriate vocabulary and expressions as modeled by the teacher to communicate a message with spontaneity.	Fluency: Students use appropriate vocabulary and expressions as modeled by the teacher to communicate a message with spontaneity.	Student Resource pp. 28-29 Teacher's Resource Lessons 1, 2, 6, 11, 14, 15, 22		Student Resource pp. 6-7 Teacher's Resource Lesson 6	Student Resource pp. 22-23 Teacher's Resource Lesson 19	Student Resource 22-23 Teacher's Resource Lesson 17
Fluency: Students use rhythm, pace, and intonation to communicate and interact as modeled by the teacher.	Fluency: Students use rhythm, pace, and intonation to communicate and interact as modeled by the teacher.	Student Resource pp. 2-3, 26-27 Teacher's Resource Lessons 1, 5, 6, 12, 14, 18, 21	Student Resource pp. 20-21 Teacher's Resource Lesson 18	Student Resource pp. 2-3, 8-9, 16-17, 24-25 Teacher's Resource Lessons 1, 2, 3, 12, 15, 20, 21, 22	Student Resource pp. 26-29 Teacher's Resource Lesson 22	Student Resource pp. 12-13, 22-23 Teacher's Resource Lessons 1, 3, 4, 5, 8, 10, 13, 14, 17, 18

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	Accuracy: Students correctly use vocabulary and syntax of the French language as modeled by the teacher.	Student Resource pp. 22–23 Teacher's Resource Lessons 9, 21	Student Resource pp. 22–23 Teacher's Resource Lesson 18	Student Resource pp. 22–23 Teacher's Resource Lesson 21	Student Resource pp. 22–23 Teacher's Resource Lesson 20	Student Resource pp. 22–23 Teacher's Resource Lesson 17
	Accuracy: Students use simple affirmative, negative and interrogative linguistic structures, primarily in the present tense (related to themes).	Student Resource pp. 2–3, 6–7, 12–13, 14–15, 16–17, 18–19, 22–23 Teacher's Resource Lessons 1, 2, 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22		Student Resource pp. 22–23 Teacher's Resource Lesson 21	Student Resource pp. 22–23 Teacher's Resource Lesson 20	Student Resource pp. 22–23 Teacher's Resource Lesson 17
	Accuracy: Student demonstrate accuracy in pronunciation as modeled by the teacher.	Student Resource pp. 22–23 Teacher's Resource Lessons 5, 9, 11, 21	Student Resource pp. 18–19, 20–21, 22–23 Teacher's Resource Lessons 5, 14, 15, 18, 20	Student Resource pp. 22–23 Teacher's Resource Lesson 21	Student Resource pp. 22–23 Teacher's Resource Lesson 20	Student Resource pp. 22–23 Teacher's Resource Lesson 16
READING: READ A VARIETY OF TEXTS, FOR DIFFERENT 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.	Student Resource pp. 6–7, 12–13, 14–15, 16–17, 18–19, 28–29 Teacher's Resource Lessons 3, 6, 9, 11, 12, 22	Student Resource pp. 6–7, 14–15, 16–17, 20–21, 28–29 Teacher's Resource Lessons 7, 10, 12, 15, 21	Student Resource pp. 2–3, 6–7, 18–19, 20–21, 26–27, 28–29 Teacher's Resource Lessons 1, 4, 14, 17, 23, 24	Student Resource pp. 6–7, 12–13, 16–17, 18–19, 26–29 Teacher's Resource Lessons 5, 12, 14, 22	Student Resource pp. 6–7, 12–13, 16–17, 26–27 Teacher's Resource Lessons 4, 6, 8, 9, 10, 11, 13, 19, 20

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	Students read and understand a simple illustrated text characterized by repetitive structures as modeled by the teacher, create a visual representation of the text, name the main idea. <i>Voici l'idée principale...</i> , name the main character <i>ex., Le personnage principale est...</i>	Student Resource pp. 6-7, 12-13, 14-15, 16-17, 20-21 Teacher's Resource Lessons 6, 7, 11	Student Resource pp. 20-21 Teacher's Resource Lesson 16	Student Resource pp. 14-15 Teacher's Resource Lesson 11	Student Resource pp. 6-7, 12-13, 18-19, 26-29 Teacher's Resource Lessons 5, 7, 11, 12, 14, 16, 22	Student Resource pp. 6-7 Teacher's Resource Lesson 5
	Students respond to texts orally or in writing: give preferences and opinion (making personal connections), <i>ex., J'aime... / Je n'aime pas...</i> <i>ex., Je préfère.</i>	Student Resource pp. 6-7, 12-13, 14-15 Teacher's Resource Lessons 3, 7, 9, 11, 20	Student Resource pp. 18-19, 20-21, 28-29 Teacher's Resource Lessons 13, 15	Student Resource pp. 6-7, 12-13, 14-15, 16-17, 24-25, 26-27, 28-29 Teacher's Resource Lessons 5, 7, 12, 22, 23	Student Resource pp. 6-7, 12-13, 14-15, 16-17, 18-19, 26-27, 28-29 Teacher's Resource Lessons 5, 7, 8, 10, 12, 20	Student Resource pp. 6-7, 12-13, 14-15, 16-17, 18-19, 26-27, 28-29 Teacher's Resource Lessons 5, 7, 8, 10, 12, 20
	Students name some simple details, <i>ex., Il y a... / C'est... ex., Voici un autre détail...</i>	Student Resource pp. 12-13, 16-17, 22-23, 24-25 Teacher's Resource Lessons 7, 11, 18, 19, 20	Student Resource pp. 6-7, 18-19, 26-27, 28-29 Teacher's Resource Lessons 4, 13, 17, 20, 21	Student Resource pp. 6-7, 14-15, 18-19, 28-29 Teacher's Resource Lessons 5, 9, 11, 14, 19, 24	Student Resource pp. 12-13, 16-17, 18-19, 26-29 Teacher's Resource Lessons 7, 12, 14, 22	Student Resource pp. 12-13, 14-15, 16-17, 18-19, 22-23, 26-27, 28-29 Teacher's Resource Lessons 7, 8, 9, 10, 12, 14, 17, 19, 20
	Students identify the beginning, middle, and end, <i>ex., Au début... Au milieu..., À la fin...</i>					
Fluency and Accuracy: Students read grade appropriate texts aloud.	Students read aloud a short, simple, illustrated text with ease and precision.					

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	<p>Fluency: Students read by paying attention to punctuation, <i>ex., pause at the end of sentence ex., pause when there is a comma</i> with the correct intonation according to the type of sentence (assertive, interrogative, exclamatory) with expression</p> <p>Accuracy: Students recognize the sound-letter relationships. Pronounce correctly phonemes and liaisons, <i>ex., le son é J'ai un chien. Il joue au hockey. Mon nez est froid! Il va manger de la soupe. ex., la liaison Je vais (z) à l'école</i> clearly articulate sounds and syllables</p>	<p>Student Resource pp. 6–7, 26–27 Teacher's Resource Lessons 4, 8, 21</p>	<p>Student Resource pp. 6–7, 18–19 Teacher's Resource Lessons 5, 14</p>	<p>Student Resource pp. 6–7, 14–15, 20–21 Teacher's Resource Lessons 5, 10, 18, 23</p>	<p>Student Resource pp. 16–17, 18–19 Teacher's Resource Lessons 12, 13, 14, 19, 20, 22</p>	<p>Student Resource pp. 16–17 Teacher's Resource Lessons 5, 12, 19</p>
<p>WRITING: PLAN AND WRITE COHERENT TEXTS TO COMMUNICATE THE MESSAGE</p>						
<p>Message. Students communicate ideas clearly and logically in complete simple sentences as modeled by the teacher.</p>	<p>Students show communicative intention, <i>ex., identify the target audience</i></p> <p>Students communicate clearly pertinent information by carrying out the following acts of communication: introducing oneself, <i>ex., Je m'appelle Eric. J'ai 9 ans.</i> describing a person, <i>ex., Ma mère est grande. Elle a les cheveux roux.</i> describing a place, <i>ex., Mon école est petite.</i> describing a thing, <i>ex., J'ai un chien. Il est brun.</i> describing daily activities, <i>ex., Je vais à l'école. Pendant la récréation, je joue au soccer. Après l'école, je vais à la garderie.</i> describing immediate surroundings, <i>ex., J'habite à Saint Boniface. Mon adresse est : 411, rue Aulneau.</i></p>	<p>Student Resource pp. 4–5 Teacher's Resource Lesson 4, 17</p>	<p>Student Resource pp. 4–5 Teacher's Resource Lessons 2, 17</p>	<p>Student Resource pp. 4–5 Teacher's Resource Lesson 19</p>	<p>Student Resource pp. 4–5 Teacher's Resource Lessons 2, 17</p>	<p>Student Resource pp. 4–5 Teacher's Resource Lesson 2</p>
		<p>Student Resource pp. 2–3, 6–7, 12–13, 14–15, 18–19, 22–23 Teacher's Resource Lessons 2, 4, 7, 8, 10, 11, 14, 17, 18</p>	<p>Student Resource pp. 6–7, 20–21 Teacher's Resource Lessons 6, 8, 11, 16, 17</p>	<p>Student Resource pp. 12–13, 22–23 Teacher's Resource Lessons 6, 8, 16, 20</p>	<p>Student Resource pp. 6–7, 12–13, 16–17, 18–19, 20–21, 22–23, Teacher's Resource Lessons 6, 8, 9, 13, 15, 17, 18, 22</p>	<p>Student Resource pp. 6–7, 12–13, 16–17, 18–19, 20–21, 22–23, Teacher's Resource Lesson 26–27 Teacher's Resource Lessons 4, 6, 9, 11, 14, 19</p>

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Fluency: Students write clearly, and with fluency a variety of texts on familiar topics, in simple sentences and in simple complete sentences and in simple paragraphs, as modeled by the teacher.	Students plan and revise text for flow and ease of reading: write a variety of simple sentences in the affirmative, negative and interrogative forms, using primarily the present tense and singular pronouns, ex., <i>J'ai un chat. Je n'ai pas de chien. Est-ce que tu as un chat?</i> use correct words and phrases to clarify/develop ideas, ex., <i>theme-related vocabulary and linguistic structures modeled by the teacher.</i>	Student Resource pp. 12–13, 16–17, 22–23 Teacher's Resource Lessons 7, 11, 17	Student Resource pp. 6–7, 14–15, 20–21 Teacher's Resource Lessons 6, 8, 11, 16, 17, 18	Student Resource pp. 18–19, 22–23, 28–29 Teacher's Resource Lessons 6, 8, 16, 19, 20, 24	Student Resource pp. 6–7, 12–13, 20–21, 22–23, 26–29 Teacher's Resource Lessons 6, 8, 9, 13, 15, 17, 18, 22	Student Resource pp. 12–13, 18–19, 22–23 Teacher's Resource Lessons 7, 10, 12, 15, 16
Accuracy: Students manage their writing keeping in mind the rules and syntax of the French language.	Correctly use: the structures of the French language ex., <i>J'ai 9 ans.</i> ex., <i>J'ai un chat brun.</i> (verify the order of the words) ex., <i>Dimanche, je ne vais pas à l'école.</i> writing conventions (punctuation, spelling, capitals as modeled by the teacher) ex., use the correct punctuation according to the type of sentence (verify the use of complete 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. 12–13, 16–17, 18–19, 22–23 Teacher's Resource Lessons 7, 10, 14, 17	Student Resource pp. 20–21 Teacher's Resource Lesson 17	Student Resource pp. 6–7, 12–13, 22–23 Teacher's Resource Lessons 6, 8, 20	Student Resource pp. 12–13, 16–17, 22–23 Teacher's Resource Lessons 8, 13	Student Resource pp. 16–17, 22–23 Teacher's Resource Lessons 10, 16
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.						
Students identify elements of francophone culture.	Students identify elements of their own cultural background. ex., <i>food/traditional dish, music and holidays</i>	Student Resource pp. 18–19 Teacher's Resource Lesson 11, 12	Student Resource pp. 14–15 Teacher's Resource Lesson 10			
	Students identify French speaking communities in Manitoba and locate them on a map. ex., <i>St. Boniface, St. Pierre-Jolys, Laurier, La Broquerie, Saint-Claude, Notre Dame de Lourdes, Sainte-Anne, St. Jean Baptiste, etc.</i>					Student Resource pp. 16–17, 26–27 Teacher's Resource Lesson 9, 19

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	Students identify elements of Franco-Manitoban culture. <i>ex., Franco-Manitoban flag, family names, street names, restaurants and establishments, etc.</i>					Student Resource pp. 16–17 Teacher's Resource Lesson 9
	Students name local or provincial francophone celebrities. <i>ex., Jonathan Toews, Madame Diva, Réjean Beaulémin, Blou, Carmen Campagne, Robert Freynet, Mago le magicien, Marie-Claude McDonalds, etc.</i>	Student Resource pp. 18–19 Teacher's Resource Lessons 11, 12				
Students make links to personal life.	Students compare elements of own culture to elements of Franco-Manitoban culture. <i>ex., a francophone tradition such as Christmas Eve meal, a song, a celebration, carolling, meat pie.</i>		Student Resource pp. 12–13, 14–15 Teacher's Resource Lessons 7, 10		Student Resource pp. 20–21, 26–29 Teacher's Resource 7, 10, 11, 17, 22	Student Resource pp. 16–17, 20–21 Teacher's Resource Lessons 4, 7, 8, 9, 10, 12, 13, 14
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., Et toi? Et vous? Lève-toi. Lève-vous.</i>					
	Students identify commonalities and linguistic and cultural differences between French and English Languages. <i>ex., cognates, (mots-amis) greetings, leave taking expressions, addressing people, days of the week, months of the year, age, accent marks, weather, numbers</i>	Student Resource pp. 2–3, 6–7, 8–9, 12–13, 16–17, 18–19, 28–29 Teacher's Resource Lessons 1, 3, 4, 5, 6, 11, 13, 22	Student Resource pp. 6–7, 8–9, 16–17, 20–21, 28–29 Teacher's Resource Lessons 3, 9, 12, 13, 20		Student Resource pp. 26–29 Teacher's Resource Lessons 3, 10, 11, 22	Student Resource pp. 8–9, 12–13, 20–21, 26–27 Teacher's Resource Lessons 3, 7, 13, 19
Students identify advantages of learning French.	Students give reasons for learning another language. <i>ex., It's fun to speak French; it's fun to speak with francophones or francophiles such as members of the extended family; French is one of Canada's two official languages.</i>					

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Students identify themselves as French language learners.	Students recognize French in daily lives. <i>ex., signs, (street names in Saint-Boniface), television (channel 10), Internet, music, labels on food, packaging etc.</i>	Student Resource pp. 8–9 Teacher's Resource Lesson 5	Student Resource pp. 8–9, 28–29 Teacher's Resource Lessons 3, 21		Student Resource pp. 8–9 Teacher's Resource Lesson 3	Student Resource pp. 8–9 Teacher's Resource Lesson 3
	Students understand a variety of simple idiomatic expressions. <i>ex., On y va! (Let's go!)</i> <i>Félicitations! (Congratulations!)</i> <i>C'est genial! (That's great)</i> <i>Bon courage! (Cheer up!)</i>					