

ÉCHOS PRO 2—LINKS TO ONTARIO CATHOLIC GRADUATE EXPECTATIONS

TG = Teacher’s Guide
SR = Student Resource

| | La grande aventure de Samuel | Ah oui! J’aime ça! | Ma famille et moi | Les animaux : Mythes et réalités | Le Canada, c’est multiculturel! |
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| Conceptual Organizer | Equity, Diversity, and Inclusiveness | Healthy Choices and Active Living | Problem-Solving | Environmental Education | Cultural Awareness |
| Performance Task Summary | Building tolerances for differences: Interviewing a classmate and looking for similarities and differences. | Exploring pastimes and activities: In a group, preparing a rap of common activities. | Talking about families: Describing a family member. | Exploring animal stereotypes: Defending an animal against negative perceptions. | Discovering multicultural influences in everyday life: Making a list of new experiences to try. |
| 2. An Effective Communicator (I have a voice.) | Stratégies <i>Fiche de stratégie 12 :</i> <i>J’encourage mes amis,</i> <i>Fiche de stratégie 15 :</i> <i>J’attends mon tour pour parler.</i> SR pp. 6–7, <i>Une nouvelle aventure</i> SR p. 9, <i>J’encourage mes amis</i> anchor chart SR pp. 16–17, <i>Une fête à l’école</i> TG p. 10, Handling 6 sensitive issues. TG p. 33 Lesson 4, Contextualize: Talk about origins. TG p. 35 Lesson 4, Shared | Stratégies <i>J’attends mon tour pour parler.</i> SR pp. 8–9, <i>Je coopère</i> anchor chart TG p. 10, Handling 5 sensitive issues. TG p. 39 Lesson 5, Wrap-up: Read aloud in pairs. TG p. 76 Lesson 14, Write an announcement for an upcoming school activity. TG p. 80 Lesson 15, Wrap-up: State an opinion. TG p. 82 Lesson 16, Participate in a preference chain. Video <i>Mes passe-temps</i> | SR pp. 8–9, <i>J’aide mes amis</i> anchor chart TG p. 10, Handling three sensitive issues. TG p. 27 Lesson 3, Cooperative learning: Help a classmate. TG p. 67 Lesson 14, <i>Milling to music</i> technique to share with partners. TG p. 69 Lesson 14, Wrap-up: Write a comment (about internet posting). TG p. 71 Lesson 15, Warm-up: Identify common family activities. | Stratégies <i>Je parle avec expression.</i> SR pp. 16–17, <i>Des expressions amusantes</i> TG p. 10, Handling three sensitive issues. TG p. 26 Lesson 2, Wrap-up: Agree or disagree with an opinion. TG p. 33 Lesson 5, Shared Reading 2: Link to personal experience. TG p. 49 Lesson 8, Wrap-up: Agree or disagree with a partner. TG p. 61 Lesson 12, Learn animal expressions. TG p. 71 Lesson 14, | Stratégies <i>Je pose des questions.</i> SR pp. 4–5, <i>Mes découvertes gourmandes</i> SR pp. 16–17, <i>La gigue québécoise</i> TG p. 10, Handling four sensitive issues. TG p. 32 Lesson 4, Shared Reading 1: Ask questions. TG p. 34 Lesson 5, Response to Text 1: Survey classmates about ethnic foods. TG p. 39 Lesson 6, Wrap-up: Determine students’ knowledge of dance |
| About Échos Pro 2: | <ul style="list-style-type: none"> Intercultural Understanding is an explicit component in every module, explained on pp. 73–79 of the Program Overview. 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</i> | | | | |

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| <p><i>réfléchis sur les cultures 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.)</i></p> | <p>Reading 1: Make meaning. TG p. 57 Lesson 10, Give birthday wishes in more than one language. TG p. 63 Lesson 11, Talk about likes and dislikes in food. TG p. 80 Lesson 16, Warm-Up: Find a partner with similar preferences (conduct an interview). TG p. 86 Lesson 18, Reflect on intercultural understanding. TG p. 96 Lesson 20, Talk about recipes with classmates. Video, students from countries all over the world Role Cards <i>Carte de rôle 1</i> : <i>L’encourageur</i> (positive reinforcement to others)</p> | | | <p>Response to Text 2: Respond to opinions about exotic animals.</p> | <p>styles. TG p. 47 Lesson 9, Response to Text 1: Write a letter of advice. TG p. 52 Lesson 10, Imitate simple steps (using positive language). TG p. 78 Lesson 18, Read and respond to passports. TG p. 84 Lesson 20, Participate in a role play (restaurant). TG p. 84 Lesson 20, Picture walk of <i>les menus</i>. Song <i>Mes découvertes musicales</i></p> |
| <p>3. A Reflective, Creative, and Holistic Thinker (I have ideas.)</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Recommendations for supporting DI 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</i> : <i>Je réfléchis sur les cultures</i> aligns with several OCSGEs—I have a voice. (I | <p>Strategies <i>Fiche de stratégie 16</i> : <i>J’identifie l’idée principale.</i> <i>Je réfléchis.</i> TG pp. 47, 60, 62, 67, 71, 74, Recommendations for how to support and challenge students. TG p. 10, Eight ways to differentiate performance task. TG p. 41 Lesson 6, Warm-Up: Review after-school activities. TG p. 45 Lesson 7, Talk about a preferred sport.</p> | <p>Strategies <i>Je réfléchis</i> SR p. 5, <i>Je parle de mes préférences.</i> SR pp. 28–29, <i>Quel est ton style?</i> SR p. 10–11, <i>J’identifie l’idée principale.</i> TG p. Lesson 2, Warm-Up: Express a preference. TG p. 33 Lesson 4, Anticipate: Make predictions. TG p. 44 Lesson 6, Talk</p> | <p>Strategies <i>Je fais des liens</i> <i>Je réfléchis</i> TG p. 10, Four ways to differentiate performance task. TG p. 48, 69, 74, 75, How to support and challenge students. TG p. 34 Lesson 5, Shared Listening 3: Link to personal experience.</p> | <p>Strategies <i>Je donne mes idées</i> <i>Je réfléchis</i> SR p. 9, <i>Je coopère</i> anchor chart SR pp. 14–15, <i>Mythe ou réalité?</i> SR pp. 20–21, <i>Des décisions difficiles</i> TG p. 10, Ways to differentiate performance task. TG pp. 58, 70, 72, 80, How to support and challenge</p> | <p>Strategies <i>Je pose des questions</i> <i>Je réfléchis</i> SR pp. 22–23, <i>Mon projet</i> TG p. 10, Seven ways to differentiate performance task. TG pp. 50, 61, 67, 68, How to support and challenge students. TG p. 30 Lesson 4, Contextualize/ Personalize: Express an opinion about food.</p> |

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| <p>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> <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>TG p. 68 Lesson 12, Wrap-Up: Entry in dictionary. TG p. 74 Lesson 14, Response to Text: Read to gather information. TG p. 77 Lesson 15, Co-create success criteria for <i>Je planifie mon projet</i>. TG p. 98 Lesson 20, Wrap-Up: State a preference.</p> | <p>about music preferences. TG p. 101 Lesson 21, Take a magazine quiz.</p> | | <p>students. TG p. 23 Lesson 1, Personalize: Express an opinion about attitudes towards animals. TG p. 40 Lesson 6, State a personal opinion about animals. TG p. 49 Lesson 8, Response to Text 3: Write an opinion. TG p. 45 Lesson 7, Justify opinions. TG p. 75 Lesson 15, Contextualize/Personalize: Choose a ferret, a pig or a rat as a pet.</p> | <p>TG p. 41 Lesson 7, Response to Text: Solve riddles. TG p. 47 Lesson 9, Give an opinion on clothing. TG p. 57 Lesson 12, Talk about music preferences. TG p. 67 Lesson 15, Response to Text 1: Read clues. TG p. 72 Lesson 16, Prepare a written text: Create a passport.</p> |
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| <p>4. A Self-directed, Responsible, Lifelong Learner (I am a learner for life.)</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Program Overview p. 28, Use of “can-do” statements. • <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>Strategies <i>Je consulte mes ressources.</i> <i>Je prépare un dictionnaire personnel.</i> <i>Je réfléchis.</i> SR pp. 18–19, <i>Un souper délicieux</i> SR pp. 24–25, <i>Je peux</i> SR pp. 26–27, <i>Des Canadiens haïtiens célèbres</i> SR pp. 28–29, <i>Des recettes d’Haïti</i> TG p. 39 Lesson 5, Wrap-Up: Self-assess, <i>Je réfléchis durant le module</i>. TG p. 55 Lesson 9, Wrap-Up: Self-asses. TG p. 71 Lesson 13, Anticipate: Describe the</p> | <p>Strategies <i>Je répète mon texte avec rythme.</i> <i>Je réfléchis.</i> SR pp. 24–25, <i>Je peux</i> TG p. 30 Lesson 3, Wrap-Up: Self-assess. TG p. 91 Lesson 19, <i>Je peux</i>.</p> | <p>Strategies <i>Je vérifie mon texte avec un partenaire.</i> <i>Je planifie mon projet.</i> <i>Je réfléchis.</i> SR pp. 4–5, <i>Zoom sur mon projet</i> SR pp. 24–25, <i>Je peux</i> TG p. 46 Lesson 8, Shared Reading 2: Link to personal experience using <i>J’identifie l’idée principale</i> and <i>Je fais des liens</i>. TG p. 87 Lesson 20, <i>Je peux</i>.</p> | <p>Strategies <i>Je vérifie ma compréhension.</i> <i>Je réfléchis.</i> SR pp. 24–25, <i>Je peux</i>. TG p. 32 Lesson 4, Shared Reading 1: Pause and check. TG p. 53 and p. 91 Lessons 9 and 20, Wrap-Up: Self-assess. TG p. 90 Lesson 20, <i>Fiche d’activité 12 : Dans ce module... visuellement représenter accomplissements</i>.</p> | <p>Strategies <i>Je donne de l’énergie à mon groupe.</i> <i>Je pose des questions.</i> <i>Je réfléchis.</i> SR pp. 4–5, <i>Zoom sur mon projet</i> SR p. 9, <i>Je coopère</i> anchor chart SR pp. 24–25, <i>Je peux</i>. SR pp. 28–29, <i>Le Canada dans le monde</i> TG p. 26 Lesson 2, Wrap-Up: Learn about the performance task. TG p. 27 Lesson 3, Cooperative learning: Energize your group. TG p. 33 and p. 47</p> |

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| <p>5. A Collaborative Contributor (I am a team player.)</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Program Overview, pp. 52–59 (Cooperative Learning and Grouping Techniques). • TGs p. 16, Cooperative Learning: Group Roles, Learning Tactics, Grouping Techniques • Suggestions for cooperative learning in margin throughout every TG. | <p>context.</p> <p>TG p. 77 Lesson 15, Read aloud in pairs.</p> <p>TG p. 84 Lesson 17, Wrap-Up: Reflect on project.</p> <p>TG p. 85 Lesson 18, <i>Je peux</i>.</p> <p>TG p. 94 Lesson 18, Response to Text: Make an entry in a personal dictionary.</p> | | | | <p>Lessons 5 and 9, Wrap-Up: Self-assess.</p> <p>TG p. 37 Lesson 6, Contextualize/Personalize: Talk about dance styles you want to learn.</p> <p>TG p. 52 Lesson 10, Read an interview with a dance instructor.</p> <p>TG p. 64 Lesson 14, Contextualize/Personalize: Do a picture walk (<i>mes découvertes sportives</i>).</p> <p>TG p. 78 Lesson 18, Reflect on the performance task.</p> <p>Vidéo <i>Qui veut danser la gigue?</i></p> |
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| | <p>Strategies</p> <p><i>J'encourage mes amis.</i></p> <p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>SR pp. 22–23, <i>Mon projet</i></p> <p>TG p. 16, Explanation of cooperative learning and 8 group roles, learning tactics and grouping techniques.</p> <p>TG p. 22 Lesson 1, Inside/Outside Circle, Before listening: Talk about similarities and differences.</p> <p>TG p. 24 Lesson 1, Wrap-Up: Card Game</p> | <p>Strategies</p> <p><i>J'attends mon tour pour parler.</i></p> <p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>SR pp. 20–21, <i>Participer à l'école, on aime ça.</i></p> <p>TG p. 29 Lesson 3, Warm-Up: Play charades.</p> | <p>Strategies</p> <p><i>J'aide mes amis.</i></p> <p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>TG p. 30 Lesson 4, Numbered heads together cooperative structure.</p> <p>TG p. 43 Lesson 7, Warm-Up: Describe family relationships (group work).</p> <p>TG p. 53 Lesson 10, Participate in a description chain. Draw a family listening activity.</p> <p>TG p. 81 Lesson 18,</p> | <p>Strategies</p> <p><i>Je donne mes idées</i></p> <p>SR pp. 6–7, <i>La grande course</i></p> <p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>SR pp. 22–23, <i>Mon projet</i> (group)</p> <p>TG p. 24 Lesson 1, Wrap-Up: Review opinions.</p> <p>TG p. 27 Lesson 3, After listening: Cubes/dice cooperative structure.</p> <p>TG p. 31 Lesson 4, Verify comprehension.</p> | <p>Strategies</p> <p><i>Je donne de l'énergie à mon groupe.</i></p> <p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>TG p. 30 Lesson 4, Verify comprehension.</p> <p>TG p. 40 Lesson 7, Inside/Outside Circle</p> <p>TG p. 60 Lesson 13, Response to Text 1: Gather information from classmates (in group).</p> <p>TG p. 68 Lesson 15, Wrap-Up: Make an entry</p> |

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| | <p>TG p. 31 Lesson 3, Wrap-Up: Chant.</p> <p>TG p. 37 Lesson 5, Share personal dictionary entries, and survey about origins.</p> <p>TG p. 53 Lesson 9, Create an appointment clock.</p> <p>TG p. 62 Lesson 11, Warm-Up: Make personal statements.</p> <p>TG p. 66 Lesson 12, Oral language chain.</p> <p>TG p. 77 Lesson 15, Read aloud in pairs.</p> <p>TG p. 82 Lesson 17, Complete a mind map with a partner.</p> <p>TG p. 96 Lesson 20, Find someone grouping technique.</p> | | Interview a classmate. | <p>TG p. 35 Lesson 5, Wrap-Up: Read with a partner.</p> <p>TG p. 77 Lesson 15, Wrap-Up: Create a human graph.</p> <p>TG p. 86 Lesson 19, Present a text with a partner.</p> <p>TG p. 92 Lesson 20 Wrap-Up: Describe an image (Game).</p> | in personal dictionary, discuss with partner(s). |
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| <p>6. A Caring Family Member (I care.)</p> <p>About Échos Pro 2:</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. 12–13, <i>L'hiver, c'est amusant.</i></p> <p>SR pp. 20–21, <i>Des lettres entre amis</i></p> | <p>SR pp. 18–19, <i>Mes passe-temps</i></p> <p>SR pp. 26–27, <i>Aider à la maison, c'est amusant</i></p> <p>TG p. 73 Lesson 13, Learn and talk about at-school activities.</p> <p>TG p. 79 Lesson 15, Complete a timetable for school activities.</p> <p>TG p. 85 Lesson 17, Find someone technique to share preferences.</p> <p>TG p. 95 Lesson 20, Talk about household tasks.</p> | <p>Strategies</p> <p><i>J'aide mes amis.</i></p> <p>SR pp. 6–7, <i>Des photos de famille</i></p> <p>SR pp. 12–13, <i>Les cousines, c'est spécial.</i></p> <p>SR pp. 18–19, <i>Nous sommes branchés!—internet</i></p> <p>SR pp. 20, <i>Les fins de semaine en famille</i></p> <p>TG p. 79 Lesson 17, Prepare a written text: Create a description of a family member.</p> <p>TG p. 97 Lesson 22, Write a suggestion for your own community.</p> <p>Song <i>Chez nous</i></p> | <p>SR pp. 12–13, <i>Les animaux dans les médias</i></p> <p>SR pp. 14–15, <i>Mythe ou réalité</i></p> <p>SR pp. 18–19, <i>Des animaux exotiques</i></p> <p>SR pp. 26–27, <i>Le monde intrigant des animaux</i></p> <p>SR pp. 28–29, <i>C'est quel animal?</i></p> <p>TG p. 22 Lesson 1, Contextualize: Talk about popular and unpopular animals.</p> <p>TG p. 43 Lesson 6, Wrap-Up: Summarize the tweets</p> <p>TG p. 44 Lesson 7, Shared Reading 2: Link to personal</p> | <p>SR p. 12–13, <i>Mes découvertes de la danse</i></p> <p>SR pp. 14–15, <i>Mes découvertes de la mode</i></p> <p>SR pp. 20–21, <i>Mes découvertes sportives</i></p> <p>SR pp. 26–27, <i>Un choix délicieux</i></p> <p>TG p. 44 Lesson 8, Talk about the origins of a food or dance style.</p> <p>TG P. 57 Lesson 12, Talk about music preferences.</p> <p>TG p. 85 Lesson 20, Shared Reading 1: Ask questions (e.g. <i>liens à la communauté</i>).</p> <p>TG p. 90 Lesson 21,</p> |

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| | | | <p>Video <i>Les fins de semaine en famille</i></p> | <p>experience. TG p. 96 Lesson 21, Response to Text: Make an entry in a personal dictionary (enter an interesting factual statement about an animal). Video <i>Des animaux exotiques</i></p> | <p>Visualize a circus.</p> |
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| <p>7. A Responsible Citizen (I have responsibilities.) About Échos Pro 2: 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 6, Contextualize: Talk about a preferred season. TG p. 47 Lesson 7, Wrap-Up: Read aloud in pairs. Role Cards <i>Carte de rôle 2 : Le / La chef d'équipe</i></p> | <p>TG p. 48 Lesson 7, Cooperative learning: Learn about the role of <i>chef d'équipe</i>.</p> | <p>Video <i>Les fins de semaine en famille</i></p> | <p>TG p. 54 Lesson 10, PD corner: Discussion about ostriches and bats. TG p. 64 Lesson 12, Wrap-Up: Group presentations of poem. TG p. 66–67 Lesson 13, Talk about and record attitudes toward exotic animals.</p> | <p>Strategies <i>J'utilise des ressources.</i> TG p. 92 Lesson 21, Wrap-Up: Compare <i>Cirque du Soleil</i> and a regular circus.</p> |

ÉCHOS PRO 2—LINKS TO CATHOLIC SOCIAL TEACHINGS

| | La grande aventure de Samuel | Ah oui! J'aime ça! | Ma famille et moi | Les animaux : Mythes et réalités | Le Canada, c'est multiculturel! |
|---------------------------------|--|---|--|---|--|
| Conceptual Organizer | Equity, Diversity, and Inclusiveness | Healthy Choices and Active Living | Problem-Solving | Environmental Education | Cultural Awareness |
| Performance Task Summary | Building tolerances for differences: Interviewing a classmate and looking for similarities and differences. | Exploring pastimes and activities: In a group, preparing a rap of common activities. | Talking about families: Describing a family member. | Exploring animal stereotypes: Defending an animal against negative perceptions. | Discovering multicultural influences in everyday life: Making a list of new experiences to try. |
| 1. Human Dignity | Strategies <i>Fiche de stratégie 12 : J'encourage mes amis.</i> SR pp. 6–7, <i>Une nouvelle aventure</i> SR pp. 9 <i>Je coopère</i> anchor chart SR pp. 16–17, <i>Une fête à l'école</i> TG p. 28 Lesson 2, Cooperative learning: Encourage classmates. TG p. 33 Lesson 4, Personalize: Talk about origins. TG p. 33 Lesson 4, Shared Reading 1: Make meaning. TG p. 57 Lesson 10, Give birthday wishes in more than one language. | Strategies <i>J'attends mon tour avant de parler.</i> SR p. 8, <i>Je coopère</i> anchor chart TG p. 76 Lesson 14, Wrap-Up: Write an announcement for an upcoming school activity. TG p. 80 Lesson 15, Wrap-Up: State an opinion. TG p. 82 Lesson 16, Participate in a preference chain. | Strategies <i>J'aide mes amis.</i> SR p. 8, <i>Je coopère</i> anchor chart TG p. 27 Lesson 3, Cooperative learning: Help a classmate. TG p. 67 Lesson 14, <i>Milling to music</i> technique to share with partners. TG p. 69 Lesson 14, Wrap-Up: Write a comment (about internet posting). TG p. 71 Lesson 15, Warm-Up: Identify common family activities. | Strategies <i>Je parle avec expression.</i> SR pp. 16–17, <i>Des expressions amusantes</i> TG p. 10, Handling three sensitive issues. TG p. 26 Lesson 2, Wrap-Up: Agree or disagree with an opinion. TG p. 49 Lesson 8, Wrap-Up: Agree or disagree with a partner. TG p. 61 Lesson 12, Learn animal expressions. TG p. 71 Lesson 14, Response to Text 2: Respond to opinions about exotic animals. TG p. 91 Lesson 20, Reflect on intercultural | SR pp. 4–5, <i>Mes découvertes gourmandes</i> SR pp. 16–17, <i>La gigue québécoise</i> TG p. 32 Lesson 4, Shared Reading 1: Ask questions. TG p. 34 Lesson 5, Response to Text 1: Survey classmates about ethnic foods. TG p. 39 Lesson 6, Wrap-Up: Determine students' knowledge of dance styles. TG p. 47 Lesson 9, Response to Text 1: Write a letter of advice. TG p. 53 Lesson 10, Wrap-Up: Imitate simple steps (using positive language). TG p. 78 Lesson 18, Read |
| About Échos Pro 2: | <ul style="list-style-type: none"> Intercultural Understanding is an explicit component in every module, explained on pp. 73–76 of the Program Overview. TGs pp. 17–18, 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 TG. Learning Outcomes are written as “Can Do” statements. The <i>Parle-moi de...</i> section of each student resource and teaching guide | | | | |

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| <p>promote effective conversation.</p> <ul style="list-style-type: none"> 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>TG p. 63 Lesson 11, Talk about likes and dislikes in food. TG p. 80 Lesson 16, Warm-Up: Find a partner with similar preferences (conduct an interview). TG p. 89 Lesson 18, Reflect on intercultural understanding. TG p. 98 Lesson 20, Wrap-Up: State a preference (talk about recipes). Role Cards <i>Carte de rôle 1 :</i> <i>L'encourageur</i> (positive reinforcement to others) Video <i>Une fête à l'école</i>, Students from countries all over the world.</p> | | | <p>understanding.</p> | <p>and respond to passports. TG p. 81 Lesson 19, Reflect on intercultural understanding. TG p. 84 Lesson 20, Participate in a role play (restaurant). TG p. 84 Lesson 20, Picture walk of <i>les menus</i>. Song <i>Mes découvertes musicales</i></p> |
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| <p>2. Rights and Responsibilities</p> | <p>TG p. 47 Lesson 7, Wrap-Up: Read aloud in pairs. Role Cards <i>Carte de rôle 2 : Le / La chef d'équipe</i></p> | <p>TG p. 56 Lesson 8, Shared Reading: Make meaning and link to personal experience.</p> | <p>TG p. 87 Lesson 20, Warm-Up: Talk about your family.</p> | <p>TG p. 64 Lesson 12, Wrap-Up: Present the poem (group).</p> | <p>TG p. 92 Lesson 21, Compare and discuss diagrams.</p> |
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| <p>3. Option for the Poor and Vulnerable About Échos Pro 2:</p> <ul style="list-style-type: none"> Suggestions for supporting DI and ELLs in margin throughout each TG. 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 TG. | <p>TG pp. 47, 60, 62, 67, 71, 74, Recommendations for how to support and challenge students. TG p. 10, Eight ways to differentiate performance task. TG p. 10 Handling 6 sensitive issues.</p> | <p>TG p. 10, Five ways to differentiate performance task. TG p. 10, Handling 5 sensitive issues. TG pp. 59, 63, 68, 70, 80, How to support and challenge students.</p> | <p>TG p. 10, Four ways to differentiate performance task. TG p. 10, Handling three sensitive issues. TG pp. 48, 69, 74, 75, How to support and challenge students.</p> | <p>TG p. 10, Seven ways to differentiate performance task. TG pp. 58, 70, 72, 80, How to support and challenge students.</p> | <p>TG p. 10, Seven ways to differentiate performance task. TG p. 10, Handling 4 sensitive issues. TG pp. 50, 61, 67, 68, How to support and challenge students.</p> |

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| <p>4. Stewardship of Creation</p> | <p>SR pp. 12-13, <i>L'hiver, c'est amusant</i> TG p. 42 Lesson 6, Contextualize: Talk about a preferred season.</p> | <p>SR pp. 18-19, <i>Mes passe-temps</i> SR pp. 26-27, <i>Aider à la maison, c'est amusant?</i> TG p. 72 Lesson 13, Learn and talk about school clubs and teams. TG p. 79 Lesson 15, Complete a timetable for school activities. TG p. 85 Lesson 17, Find someone technique to share preferences. TG p. 95 Lesson 20, Talk about household tasks.</p> | <p>SR pp. 18-19, <i>Nous sommes branchés—internet</i> TG p. 89 Lesson 20, Reflect on Intercultural Understanding. TG p. 99 Lesson 22, Write a suggestion for your own community.</p> | <p>SR pp. 12-13, <i>Les animaux dans les médias</i> SR pp. 14-15, <i>Mythe ou réalité</i> SR pp. 18-19, <i>Des animaux exotiques</i> SR pp. 26-27, <i>Le monde intrigant des animaux</i> SR pp. 28-29, <i>C'est quel animal?</i> TG p. 22 Lesson 1, Contextualize: Talk about popular and unpopular animals. TG p. 43 Lesson 6, Summarize the tweets. TG p. 44 Lesson 7, Shared Reading 2: Link to personal experience. TG p. 96 Lesson 21, Response to Text: Make an entry in a personal dictionary (interesting factual statement). Video <i>Des animaux exotiques</i></p> | <p>TG p. 44 Lesson 8, Describe and talk about the origins of a food or dance or clothing. TG p. 90 Lesson 21. Visualize a circus.</p> |
| <p>5. Global Solidarity</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Intercultural Understanding is an explicit component in every module (explained on pp. 16-17 of each TG). • Suggestions to support English Language Learners (ELLs) are | <p>SR pp. 6-7, <i>Une nouvelle aventure</i> SR pp. 16-17, <i>Une fête à l'école</i> SR pp. 18-19, <i>Un souper délicieux</i> SR pp. 26-27, <i>Des Canadiens haïtiens célèbres</i></p> | <p>SR pp. 2-3, <i>Explorons</i> SR pp. 16-17, <i>Les Jeux de la francophonie canadienne</i></p> | <p>SR pp. 28-29, <i>La question du mois</i> (activities in Montreal) TG p. 89 Lesson 20, Reflect on Intercultural Understanding. TG p. 97 Lesson 22, Talk about activities in Montreal.</p> | <p>TG p. 91 Lesson 20, Reflect on intercultural understanding.</p> | <p>SR pp. 16-17, <i>La gigue québécoise</i> SR pp. 28-29, <i>Le Canada dans le monde</i> TG p. 32 Lesson 4, Shared Reading 1: Ask questions. TG p. 39 Lesson 6, Wrap-Up: Determine students'</p> |

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| <p>provided in margin throughout the entire module.</p> | <p>SR pp. 28–29, <i>Des recettes d’Haïti</i> TG p. 33 Lesson 4, Personalize: Talk about origins. TG p. 33 Lesson 4, Shared Reading 1: Make meaning. TG p. 57 Lesson 10, Give birthday wishes in more than one language. TG p. 89 Lesson 18, Reflect on intercultural understanding. TG p. 94 Lesson 19, Response to Text: Make an entry in a personal dictionary.</p> | | | | <p>knowledge of dance styles. TG p. 37 Lesson 6, Contextualize/Personalize: Talk about dance styles you want to learn. TG p. 52 Lesson 10, Read an interview with a dance instructor. TG p. 64 Lesson 14, Contextualize/Personalize: Do a picture walk (<i>mes découvertes sportives</i>). TG p. 81 Lesson 19, Reflect on intercultural understanding.</p> |
| <p>6. Promotion of Peace</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Cooperative learning suggestions in margin throughout each TG. • Program Overview pp. 52–59, Cooperative learning strategies and grouping techniques. • TG p. 16 of each TG, Cooperative Learning—Group Roles, Learning Tactics, Grouping Techniques | <p>SR p. 8, <i>Je coopère</i> anchor chart SR pp. 22–23, <i>Mon projet</i> TG p. 22 Lesson 1, Cooperating Learning structure, Inside/Outside Circle TG p. 23 Lesson 1, Before listening: Talk about similarities and differences. TG p. 31 Lesson 3, Wrap-Up: Practice a chant. TG p. 37 Lesson 5, Share personal dictionary entries. TG p. 38 Lesson 5, Survey classmates about origins. TG p. 53 Lesson 9, Create an appointment clock. TG p. 62 Lesson 11, Warm-Up: Make personal statements. TG p. 66 Lesson 12, Warm-</p> | <p>SR p. 8, <i>Je coopère</i> anchor chart SR pp. 6–7, <i>Quel est ton sport préféré?</i> SR pp. 22–23, <i>Mon projet</i> SR pp. 14–15, <i>Game Est-ce que tu aimes ça?</i> TG p. 23 Lesson 1, Verify comprehension. TG p. 25 Lesson 1, Wrap-Up: Create a human graph. TG p. 27 Lesson 2, Group task Talking chips. TG p. 29 Lesson 3, Warm-Up: Play charades. TG p. 30 Lesson 3, Response to Text 2: Play a cooperative game. TG p. 32 Lesson 4, Warm-Up: Create an appointment</p> | <p>SR p. 8, <i>Je coopère</i> anchor chart TG p. 30 Lesson 4, Numbered heads together cooperative structure. TG p. 43 Lesson 7, Warm-Up: Describe family relationships (group work). TG p. 53 Lesson 10, Participate in a description chain.</p> | <p>SR p. 8, <i>Je coopère</i> anchor chart SR pp. 22–23, <i>Mon projet</i> (group) TG p. 24 Lesson 1, Wrap-Up: Review opinions. TG p. 31 Lesson 4, Verify comprehension. TG p. 35 Lesson 5, Wrap-Up: Read with a partner. TG p. 77 Lesson 15, Wrap-Up: Create a human graph.</p> | <p>SR p. 8, <i>Je coopère</i> anchor chart TG p. 40 Lesson 7, Inside/Outside Circle TG p. 60 Lesson 13, Response to Text 1: Gather information from classmates (group).</p> |

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| <p>7. Community and the Common Good</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Program Overview pp. 73–77, 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>Up: Participate in a chain about favourite dishes. TG p. 82 Lesson 17, Complete a mind map with a partner. TG p. 96 Lesson 20, Find someone grouping technique.</p> | <p>clock. TG p. 38 Lesson 5, Response to Text: Complete a puzzle. TG p. 49 and p. 50 Lesson 7, Write, practise, and present a group rap. TG p. 49 Lesson 7, Cooperative learning: Learn about the role of <i>chef d'équipe</i>. TG p. 55 Lesson 8, Verify comprehension. TG p. 58 Lesson 9, Response to Text 2: Board game. TG p. 65 Lesson 11, Create a group acrostic poem. TG p. 69 Lesson 12, Write a rap with a partner. TG p. 85 Lesson 17, Write and practise a group rap. TG p. 88 Lesson 18, Warm-up: Practise the group rap.</p> | <p>SR pp. 6–7, <i>Des photos de famille</i> SR p. 8, <i>Je coopère</i> anchor chart SR pp. 12–13 <i>Les cousines, c'est spécial</i> SR pp. 20–21, <i>Les fins de semaine en famille</i> SR pp. 18–19, <i>Nous sommes branchés</i>—internet TG p. 30 Lesson 4, Numbered heads together cooperative structure.</p> | <p>SR pp. 6–7, <i>La grande course</i> TG p. 27 Lesson 3, Cubes/dice cooperative structure. TG p. 43 Lesson 6, Summarize the tweets. TG p. 64 Lesson 12, Wrap-up: Present the poem (group). TG p. 92 Lesson 20, Wrap-up: Describe an image (game).</p> | <p>SR pp. 12–13, <i>Mes découvertes de la danse</i> SR pp. 14–15, <i>Mes découvertes de la mode</i> SR pp. 20–21, <i>Mes découvertes sportives</i> SR pp. 26–27, <i>Un choix délicieux</i> TG p. 40 Lesson 7, Inside/Outside Circle TG p. 44 Lesson 8, Describe and talk about the origins of a food or dance</p> |
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| | | | | <p>or clothing. TG p. 57 Lesson 12, Talk about music preferences. TG p. 60 Lesson 13, Response to Text 1: Gather information from classmates (group). TG p. 85 Lesson 20, Shared Reading 1: Ask questions (<i>liens avec la communauté</i>).</p> |
| | | | <p>TG p. 43 Lesson 7 Warm-Up: Describe family relationships (group work). TG p. 79 Lesson 17, Prepare: Create a description of a family member. TG p. 81 Lesson 18, Interview a classmate. TG p. 99 Lesson 22, Write a suggestion for your own community.</p> | |

ÉCHOS PRO 2—LINKS TO THEOLOGICAL AND CARDINAL VIRTUES

| Conceptual Organizer | La grande aventure de Samuel | Ah oui! J'aime ça! | Ma famille et moi | Les animaux : Mythes et réalités | Le Canada, c'est multiculturel! |
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| <p>Equity, Diversity, and Inclusiveness</p> <p>Building tolerances for differences: Interviewing a classmate and looking for similarities and differences.</p> | <p>Healthy Choices and Active Living</p> <p>Exploring pastimes and activities: In a group, preparing a rap of common activities.</p> | <p>Problem-Solving</p> <p>Talking about families: Describing a family member.</p> | <p>Environmental Education</p> <p>Exploring animal stereotypes: Defending an animal against negative perceptions.</p> | <p>Cultural Awareness</p> <p>Discovering multicultural influences in everyday life: Making a list of new experiences to try.</p> | |
| <p>2. Hope (T)</p> <p>About Échos Pro 2 :</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>SR pp. 24–25, <i>Je peux</i> and 9, <i>Wrap-Up</i>: Self-assess.</p> <p>TG p. 84 Lesson 17, <i>Wrap-Up</i>: Reflect on project.</p> <p>TG p. 85 Lesson 18, <i>Je peux</i>.</p> | <p>SR pp. 2–3, <i>Explorons</i></p> <p>SR pp. 16–17, <i>Les Jeux de la francophonie canadienne</i></p> <p>SR pp. 24–25, <i>Je peux</i>.</p> <p>TG p. 30 Lesson 3, <i>Wrap-Up</i>: Self-assess.</p> <p>TG p. 91 Lesson 19, <i>Je peux</i>.</p> | <p>Strategies</p> <p><i>Je vérifie mon texte avec un partenaire.</i></p> <p><i>Je planifie mon projet.</i></p> <p>SR pp. 4–5, <i>Zoom sur mon projet</i></p> <p>SR pp. 10–11, <i>Je fais des liens.</i></p> <p>SR pp. 22–23, <i>Mon projet</i></p> <p>TG p. 46 Lesson 8, Shared</p> <p>Reading 2: Link to personal experience using <i>J'identifie l'idée principale</i> and <i>Je fais des liens.</i></p> <p>TG p. 51, p. 76, p. 88</p> <p>Lessons 9, 16, and 20, Self-assess.</p> <p>TG p. 85 Lesson 19, <i>Wrap-Up</i>: Reflect on the project.</p> | <p>Strategies</p> <p><i>Je vérifie ma compréhension.</i></p> <p>SR pp. 10–11, <i>Je vérifie ma compréhension.</i></p> <p>SR pp. 24–25, <i>Je peux.</i></p> <p>TG p. 32 Lesson 4, Shared</p> <p>Reading 1: Pause and check.</p> <p>TG p. 53 and p. 91 Lessons 9 and 20, <i>Wrap-Up</i>: Self assess.</p> <p>TG p. 90 Lesson 20, <i>Fiche d'activité 12</i>, Visually represent accomplishments.</p> | <p>SR pp. 10–11, <i>Je pose des questions.</i></p> <p>SR p. 9, <i>Je donne de l'énergie à mon groupe.</i></p> <p>SR pp. 24–25, <i>Je peux.</i></p> <p>TG p. 26 Lesson 2, <i>Wrap-Up</i>: Learn about the performance task (Name something new they have just learned).</p> <p>TG p. 27 Lesson 3, Cooperative learning: Energize your group.</p> <p>TG p. 35 and p. 50</p> <p>Lessons 5 and 9, <i>Wrap-Up</i>: Self-assess.</p> <p>TG p. 78 Lesson 18, Reflect on performance task.</p> |

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| <p>3. Charity (T)</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Intercultural Understanding is an explicit component in every module, explained on pp. 73–76 of the Program Overview. • TGs pp. 17–18, Explanation of Intercultural Understanding • Suggestions to support Cultural Awareness are provided in margin throughout the TGs. | <p>SR pp. 20–21, <i>Des lettres entre amis</i></p> <p>TG p. 28 Lesson 2, Cooperative learning: Encourage classmates.</p> <p>TG p. 80 Lesson 16, Warm-Up: Find a partner with similar preferences (conduct an interview).</p> <p>Role Cards</p> <p><i>Carte de rôle 1 :</i></p> <p><i>L'encourageur</i> (positive reinforcement to others)</p> <p>Video <i>Une fête à l'école!</i>—students from countries all over the world.</p> | <p>SR pp. 8, <i>Je coopère</i> anchor chart</p> <p>SR pp. 18–19, <i>Mes passe-temps</i></p> <p>SR pp. 26–27, <i>Aider à la maison, c'est amusant?</i></p> <p>TG p. 36 Lesson 5, Share aloud.</p> <p>TG p. 72 Lesson 13, Learn and talk about school clubs and teams.</p> <p>TG p. 76 Lesson 14, Write an announcement for an upcoming school activity.</p> <p>TG p. 79 Lesson 15, Complete a timetable for school activities.</p> <p>TG p. 80 Lesson 15, Wrap-Up: State an opinion (positive opinion statements).</p> <p>TG p. 85 Lesson 17, Find someone technique to share preferences.</p> <p>TG p. 95 Lesson 20, Talk about household tasks.</p> | <p>Strategies</p> <p><i>J'aide mes amis.</i></p> <p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>TG p. 27 Lesson 3, Cooperative learning: Help a classmate.</p> <p>TG p. 69 Lesson 14, Wrap-Up: Write a comment (about internet posting).</p> <p>TG p. 71 Lesson 15, Warm-Up: Identify common family activities.</p> <p>TG p. 99 Lesson 22, Write a suggestion for your own community.</p> <p>Song <i>Chez nous</i></p> <p>Video <i>Ma famille et moi</i></p> | <p>SR pp. 12–13, <i>Les animaux dans les médias</i></p> <p>SR pp. 14–15, <i>Mythe ou réalité</i></p> <p>SR pp. 18–19, <i>Des animaux exotiques</i></p> <p>SR pp. 26–27, <i>Le monde intrigant des animaux</i></p> <p>SR pp. 28–29, <i>C'est quel animal?</i></p> <p>TG p. 22 Lesson 1, Contextualize: Talk about popular and unpopular animals.</p> <p>TG p. 43 Lesson 6, Summarize the tweets.</p> <p>TG p. 44 Lesson 7, Shared Reading 2: Link to personal experience.</p> <p>TG p. 91 Lesson 20, Reflect on intercultural understanding.</p> | <p>SR pp. 4–5, <i>Mes découvertes gourmandes</i></p> <p>TG p. 34 Lesson 5, Response to Text 1: Survey classmates about ethnic foods.</p> <p>47 Lesson 9, Response to Text 1: Write a letter of advice.</p> <p>TG p. 53 Lesson 10, Imitate simple steps (using positive language).</p> <p>TG p. 78 Lesson 18, Read and respond to passports.</p> <p>TG p. 84 Lesson 20, Participate in a role play (restaurant).</p> |
| <p>4. Prudence (C)</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Program Overview, pp. 52–59 (Cooperative Learning and Grouping Techniques). • TGs p. 16, Cooperative Learning—Group Roles, Learning Tactics, Grouping Techniques. | <p>TG p. 77 Lesson 15, Read aloud in pairs.</p> | <p>SR pp. 22–23, <i>Mon projet</i></p> <p>TG p. 25 Lesson 1, Wrap-Up: Human graph.</p> <p>TG p. 26 Lesson 2, Group task Talking chips cooperative structure.</p> <p>TG p. 32 Lesson 4, Create an appointment clock.</p> <p>TG p. 38 Lesson 5, Response</p> | <p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>TG p. 30 Lesson 4, Numbered heads together cooperative structure.</p> <p>TG p. 43 Lesson 7, Warm-Up: Describe family relationships (group work).</p> <p>TG p. 53 Lesson 10,</p> | <p>SR pp. 6–7, <i>La grande course</i></p> <p>SR pp. 8–9, <i>Je coopère</i></p> <p>SR pp. 22–23, <i>Mon projet</i> (group)</p> <p>TG p. 27 Lesson 3 After listening: Cubes/dice cooperative structure.</p> <p>TG p. 35 Lesson 5, Wrap-</p> | <p>SR p. 8, <i>Je coopère</i> anchor chart</p> <p>TG p. 40 Lesson 7, Inside/Outside Circle</p> <p>TG p. 60 Lesson 13, Response to Text 1: Gather information from classmates (group).</p> |

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| <ul style="list-style-type: none"> • Suggestions for cooperative learning in margin throughout every TG. | | <p>to Text: Complete a puzzle. TG p. 48 Lesson 7, Write, practise, and present a group rap. TG p. 65 Lesson 11, Create a group acrostic poem. TG p. 69 Lesson 12, Write a rap with a partner. TG p. 85 Lesson 17, Write and practise a group rap. TG p. 88 Lesson 18, Present group rap.</p> | <p>Participate in a description chain. TG p. 81 Lesson 18, Interview a classmate.</p> | <p>Up: Read with a partner. TG p. 77 Lesson 15, Wrap-Up: Create a human graph. TG p. 92 Lesson 20, Wrap-Up: Describe an image (game).</p> | |
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| <p>5. Justice (C)</p> <p>About Échos Pro 2:</p> <ul style="list-style-type: none"> • Intercultural Understanding is an explicit component in every module, explained on pp. 73–76 of the Program Overview. • TGs pp. 17–18, 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 throughout all TGs. • 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 | <p>Strategies <i>Fiche de stratégie 12 :</i> <i>J'encourage mes amis</i> Video <i>Une fête à l'école!</i>—students from countries all over the world. Role Cards <i>Carte de rôle 1 :</i> <i>L'encourageur</i> (positive reinforcement to others)</p> | <p>Strategies <i>Fiche de stratégie 15 :</i> <i>J'attends mon tour pour parler</i> TG p. 36 Lesson 5, Share aloud. TG p. 76 Lesson 14, Write an announcement for an upcoming school activity. TG p. 80 Lesson 15, Wrap-Up: State an opinion (positive opinion statements). TG p. 82 Lesson 16, Participate in a preference chain. Video <i>Mes passe-temps</i></p> | <p>Strategies <i>J'aide mes amis</i> SR p. 8, <i>Je coopère</i> anchor chart SR pp. 28–29, <i>La question du mois</i> (activities in Montreal) TG p. 27 Lesson 3, Cooperative learning: Help a classmate. TG p. 67 Lesson 14, Milling to music technique to share with partners. TG p. 69 Lesson 14, Wrap-Up: Write a comment (about internet posting). TG p. 71 Lesson 15, Warm-Up: Identify common family activities. TG p. 89 Lesson 20, Reflect on Intercultural Understanding. TG p. 93 Lesson 21, Shared</p> | <p>TG p. 10, Handling three sensitive issues. TG p. 26 Lesson 2, Wrap-Up: Agree or disagree with an opinion. TG p. 33 Lesson 5, Shared Reading 2: Link to personal experience. TG p. 49 Lesson 8, Wrap-Up: Agree or disagree with a partner. TG p. 71 Lesson 14, Response to Text 2: Respond to opinions about exotic animals. TG p. 91 Lesson 20, Reflect on intercultural understanding.</p> | <p>TG p. 10, Seven ways to differentiate performance task. TG p. 10, Handling four sensitive issues. TG pp. 50, 61, 67, 68. How to support and challenge students.</p> |

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| <p>school, at Church, in the community and the World.)</p> | | | <p>Reading 2: Cultural note about family terms used in Quebec. TG p. 97 Lesson 22, Talk about activities in Montreal.</p> | | |
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| <p>6. Fortitude (C) About Échos Pro 2:</p> <ul style="list-style-type: none"> • Program Overview, pp. 52–59 (Cooperative Learning and Grouping Techniques). • TGs p. 16, Cooperative Learning—Group Roles, Learning Tactics, Grouping Techniques • Suggestions for cooperative learning in margin throughout every TG. | <p>Role Cards <i>Carte de rôle 2 : Le / La chef d'équipe</i></p> | <p>TG p. 49 Lesson 7, Cooperative learning: Learn about the role of <i>chef d'équipe</i>. TG p. 56 Lesson 8, Shared Reading: Make meaning and link to personal experience.</p> | <p>SR pp. 20–21, <i>Les fins de semaine en famille</i> Video <i>Ma famille et moi</i></p> | <p>TG p. 54 Lesson 10, PD corner: Discussion about ostriches and bats. TG p. 66 Lesson 13, Talk about exotic animals.</p> | <p>TG p. 91 Lesson 21, Wrap-Up: Compare and discuss diagrams (compare <i>Cirque du Soleil</i> and a regular circus).</p> |
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| <p>7. Temperance (C) About Échos Pro 2:</p> <ul style="list-style-type: none"> • Program Overview pp. 73–77, 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>SR pp. 20–21, <i>Des lettres entre amis</i></p> | <p>SR pp. 18–19, <i>Mes passe-temps</i> SR pp. 26–27, <i>Aider à la maison, c'est amusant?</i> TG p. 72 Lesson 13, Learn and talk about school clubs and teams. TG p. 79 Lesson 15, Complete a timetable for school activities. TG p. 85 Lesson 17, Find someone technique to share preferences. TG p. 95 Lesson 20, Talk about household tasks.</p> | <p>SR pp. 18–19, <i>Nous sommes branchés!</i>—internet TG p. 99 Lesson 22, Write a suggestion for your own community.</p> | <p>SR pp. 12–13, <i>Les animaux dans les médias</i> SR pp. 14–15, <i>Mythe ou réalité</i> SR pp. 18–19, <i>Des animaux exotiques</i> SR pp. 26–27, <i>Le monde intrigant des animaux</i> TG p. 22 Lesson 1, Contextualize: Talk about popular and unpopular animals. TG p. 44 Lesson 7, Shared Reading 2: Link to personal experience. Video <i>Des animaux exotiques</i></p> | <p>SR pp. 12–13, <i>Mes découvertes de la danse</i> SR pp. 14–15, <i>Mes découvertes de la mode</i> SR pp. 20–21, <i>Mes découvertes sportives</i> SR pp. 26–27, <i>Un choix délicieux</i> TG p. 44 Lesson 8, Talk about the origins of a food or dance or clothing. TG p. 57 Lesson 12, Talk about music preferences. TG p. 85 Lesson 20, Shared Reading 1: Ask questions (e.g., <i>liens à la communauté</i>). TG p. 90 Lesson 21, Visualize a circus.</p> |