

Big Ideas Grade 8 and *Échos Pro 3*

BC Curriculum Grade 8	Module 1 <i>Mes amis, ma vie!</i>	Module 2 <i>Prêts pour l'aventure!</i>	Module 3 <i>Destination : Montréal</i>	Module 4 <i>Es-tu écolo?</i>	Module 5 <i>Le français chez nous</i>
<p>Strategic learning supports all learning in <i>Échos Pro</i>. Cognitive strategies (comprehension and production), socio-affective strategies (cooperative learning), and metacognitive strategies are activated by making explicit links to skills and knowledge that learners bring from their first and/or additional language(s) and from their learning in other subject areas.</p> <p>These strategies are introduced and reinforced progressively throughout the modules through think-aloud modelling, shared, guided and independent practice, and reactivation, thus reinforcing the transfer of literacy skills and stratégies—what they know and how they know—across languages and contexts.</p>					
Listening and viewing with intent deepens our understanding of French.	Listen to a song about friendship. Listen to interact: Respond to a telephone invitation. Visual texts: Throughout the module. Audio texts: Lessons 9–10, 14, 15–17, 27, 28	Listen to a popular children's song that is also a walking song (in video). Listen to understand: Identify an illogical item in a list. Listen to interact: Help someone in a first aid situation. Visual texts: Throughout the module <i>Échos</i> literacy text: <i>Mes aventures en plein air</i> <i>Échos</i> literacy mag: <i>Est-ce que tu aimes le plein air?</i> Audio texts: Lessons 1–3, 4, 5, 13, 14 Video: Lessons 24, 25	Listen to directions and use the <i>vous de politesse</i> . Listen to interact: Role-play a transaction in a restaurant, souvenir store, or attraction. Visual texts: Throughout the module. <i>Échos</i> literacy text: <i>Où es Théo?</i> Audio texts: Lessons 1–3, 4–6, 18, 19, 23–25, 30 <i>Échos</i> literacy mag: <i>Bienvenue aux Jeux olympiques et paralympiques de Vancouver</i> Video: Lessons 14, 15	Listen to a song by a Fransaskois singer. Listen to understand: Record details about upcycled items they like. Visual texts: Throughout the module. <i>Échos</i> literacy text: <i>Des inventions incroyables!</i> <i>Échos</i> literacy mag: <i>Des jeunes en action : Ben Gulak</i> Audio texts: Lessons 1–3, 4, 5, 15–17, 30, 31 <i>Échos</i> literacy mag: <i>Protégeons l'environnement!</i> <i>Échos</i> literacy mag: <i>Quelles inventions son canadiennes?</i>	Listen to traditional French Canadian instruments. Listen to interact: Role-play a situation to sign up for art workshops. Visual texts: Throughout the module. Audio Texts: Lessons 1–4, 13, 14 Video: Lessons 25, 26
We can express ourselves and talk about the world around us in French.	We can talk about a best friend, telephone and invite a friend, and participate in a conversation.	We can talk about outdoor excursions, make preparations for an excursion and help someone in a first-aid situation.	We can talk about a city you want to go to and how we'll get there, give directions using a map, order a meal, buy a souvenir, and buy a ticket for a local attraction.	We can talk about ecological issues, participate in a role play, and talk about the purpose and materials of new objects.	We can describe examples of French in our environment, talk about traditional francophone art and music, and demonstrate a recipe.
With increased fluency in French, we can participate more actively in reciprocal interactions.	Communication goal: Talking about your best friend: Participate in conversations, read opinions and profiles, and prepare a personal profile.	Communication goal: Exploring outdoor excursions: Make preparations, help someone in a first-aid situation, read advertisements about excursions, and prepare an advertisement.	Communication goal: Discovering Montreal: Talk about a city you want to visit, give directions using a map, order a meal, buy a souvenir, and buy a ticket for a local attraction.	Communication goal: Talking about ecological issues: Participate in a role play, create a poster to promote an ecological action, present a way to re-use an item that is often thrown-away.	Communication goal: Describing examples of French in the immediate environment: Prepare a photomontage illustrating the presence of French in your community, sign up for art and music workshops, and become a <i>Chef en herbe!</i>
<p><i>Échos Pro</i> is a text-based resource built on the guiding principles which outline a literacy approach to FSL teaching and learning. It offers multimedia text formats, interactive features, and web-based access. Exploring and producing print, audio, graphic, multimedia, electronic, and other forms of text prepare learners for multi-literate futures. Texts of all types provide powerful starting points for students to interact with meaningful ideas in French. Oral language is integrated into the modes of listening, speaking, reading, writing, viewing, and representing; these modes are interdependent and reciprocal.</p>					
Stories allow us to communicate ideas in a meaningful way.	Stories (and informative texts): - <i>Explorons! –Poème : L'amitié</i> - <i>On est amis.</i> - <i>Voici mes amis!</i> - <i>Pareils ou différents?</i> - <i>Viens au concert avec moi!</i> - <i>C'est ma fête!</i> - <i>Des invitations</i> - <i>Un forum Web pour les amis</i> - <i>Paroles aux amis</i> - <i>Aider les autres</i> - <i>Mon amie et moi</i>	Stories (and informative texts): - <i>Explorons!</i> - <i>Une aventure dans l'Est</i> - <i>Des aventures dans l'Ouest</i> - <i>Des aventures dans le Grand Nord</i> - <i>Une aventure en hiver</i> - <i>Partons à l'aventure!</i> - <i>La randonnée</i> - <i>Échos</i> literacy mag: <i>Est-ce que tu aimes le plein air?</i> - <i>Échos</i> literacy text: <i>Mes aventures en plein air</i> - <i>Des situations d'urgence</i> - <i>L'aventure a des risques!</i> - <i>Sur la trace des voyageurs</i>	Stories (and informative texts): - <i>Échos</i> literacy mag: <i>Voyage au Canada</i> - <i>Explorons!</i> - <i>Découvrez Montréal.</i> - <i>En route</i> - <i>Une ville à découvrir</i> - <i>Une visite à vélopousse</i> - <i>Montréal à pied, en métro et à vélo</i> - <i>Bon appétit!</i> - <i>On achète des souvenirs</i> - <i>On visite des attractions.</i> - <i>Je comprends!</i> - <i>Échos</i> literacy text: <i>Où es Théo?</i>	Stories (and informative texts): - <i>Explorons!</i> - <i>Le plastique : un danger écologique</i> - <i>L'eau : le nouvel or bleu</i> - <i>Protégeons l'environnement!</i> - <i>Passe à l'action!</i> - <i>Les petits gestes</i> - <i>Es-tu plus ou moins écolo?</i> - <i>Échos</i> literacy mag: <i>Des jeunes en action : Ben Gulak</i> - <i>Alors ça, c'est génial!</i> - <i>C'est pratique et décoratif!</i> - <i>L'art de recycler!</i> - <i>Je suis là pour la terre.</i> - <i>Échos</i> literacy text : <i>Des inventions incroyables!</i> - <i>Échos</i> literacy mag: <i>Des jeunes en action : Quelles inventions sont canadiennes?</i>	Stories (and informative texts): - <i>Explorons!</i> - <i>Le français autour du monde</i> - <i>Les francophones au Canada</i> - <i>Partout au Canada, tu peux...</i> - <i>Place à la musique et à la danse</i> - <i>L'art du tissage</i> - <i>Soyez créatif!</i> - <i>Des traditions à la mode</i> - <i>Place aux chefs!</i> - <i>Ça, c'est ma recette!</i> - <i>C'est quel endroit?</i>

Big Ideas Grade 8 and *Échos Pro 3* (continued)

BC Curriculum Grade 8	Module 1 <i>Mes amis, ma vie!</i>	Module 2 <i>Prêts pour l'aventure!</i>	Module 3 <i>Destination : Montréal</i>	Module 4 <i>Es-tu écolo?</i>	Module 5 <i>Le français chez nous</i>
Creative works allow us to experience culture in an authentic way.	In each of the five modules in <i>Échos Pro 3</i>, students do three smaller tasks to show their learning. These tasks are often using creative works to share their learning. Some examples include role-play, creating a poster, preparing a video, preparing a photomontage, preparing an advertisement, creating an image, or writing an email.				
	Lesson 14: Listen to a song by an Acadian singer. Read about Acadian culture and expressions. Lessons 15–17: Learn about a Franco-Ontarian music group (Swing). Lesson 17: Talk about artists who sing in French and in other languages.	Lesson 24: Listen to a popular children's song that is also a French walking song.	Lessons 18, 19: Looking at the architecture in Vieux-Montréal. Lessons 1–3, 26–28: Looking at souvenirs.	Lessons 1–3: Learn about First Nations rapper from Northern Québec who sings in French and Algonquin. Lesson 30: Read artist biographies.	Lessons 1, 2: Learn about French roots of the national anthem, <i>Mon drapeau</i> , the francophone provincial anthem in Ontario. Lessons 13, 14: Traditional French Canadian instruments and learn about a call and response song. Lessons 15, 16: Read about traditional Métis and francophone crafts in Saskatchewan.
Acquiring a new language and learning about another culture deepen our understanding of our own language and culture.	Lessons 6–8: Learn that there are multiple Creole languages. Lesson 14: Listen to a song by an Acadian singer. Read about Acadian culture and expressions. Lessons 15–17: Learn about a Franco-Ontarian music group (Swing). Lesson 17: Talk about artists who sing in French and in other languages. Lesson 18: Apply and compare French sociolinguistic conventions when writing an invitation (date, time, address, and phone number). Lessons 20, 21: Learn different expressions for shopping used by Francophones from Canada and France.	Lessons 4, 5: Place names: Gaspé, Montreal, Quebec etc. Lesson 5: Look up the meaning and origin of place names in their region. Lesson 9: Use and compare greetings in the Dené language with greetings in other languages. Lessons 11, 12: Learn the First Nations story lined to the place name Mont-Tremblant. Lesson 17: Complete a French order form. Lesson 24: Listen to a popular children's song that is also a French walking song. Lesson 28: Learn some facts about Canada's voyageurs and about the town of Fort William. Lesson 29: Reflect on cultures.	Lessons 1–3, 4–6, 26–28: Learn the background information about Montreal's name, La Ronde, the Imap theatre and the Quebec flag. Lessons 7–9: Learn that Bathurst, New-Brunswick is a primarily francophone community. Lesson 3: Compare their community to the city of Montreal. Lessons 15, 16: Compare one's neighbourhood to a Montreal neighbourhood. Lesson 16: Compare modes of transportation to one's own community. Lessons 20, 21: Learn about Jewish origin of smoked meat and bagels.	Lessons 1–3: Learn about First Nations rapper from Northern Québec who sings in French and Algonquin. Lessons 4, 5: Learn that continents vary in number depending on what the national perspective is. Lessons 9–11: Learn to read graphs in French. Lesson 14: Talk about linguistic groups in one's own province. Lesson 30: Read artist biographies. Lessons 14, 31: Write an appreciative email to a musician/an artist.	Lessons 1, 2: Learn about the French roots of the national anthem and about <i>Mon drapeau</i> , the francophone provincial anthem in Ontario. Lessons 3, 4: Learn that New-Brunswick is the only province in Canada that is officially bilingual. Lesson 5: Compare the number of people who speak French and other languages in BC. Lessons 5–7: Learn that playing cards were commonly used as currency 1685-1750. Lessons 5–7: Discover the number of people in Canada who speak French as their second or third language. Lessons 8, 9: Learn that all labels in Canada have to be in French and in English. Lesson 12: Identify Canadian towns or landmarks with French names. Lessons 13, 14: Listen to traditional French Canadian instruments and learn about a call and response song. Lesson 15: Compare francophone and Métis communities in Saskatchewan to francophone and Métis communities in other provinces. Lessons 15, 16: Read about traditional Métis and francophone crafts in Saskatchewan. Lessons 21, 22: Learn about the importance of Saskatoon berries in Western Canada.

Grade 8 Learning Standards

BC Curriculum Grade 8	Module 1 <i>Mes amis, ma vie!</i>	Module 2 <i>Prêts pour l'aventure!</i>	Module 3 <i>Destination : Montréal</i>	Module 4 <i>Es-tu écolo?</i>	Module 5 <i>Le français chez nous</i>
Content French letter patterns Curricular Competency Recognize the relationship between French letter patterns and pronunciation.	These two elements can be infused in any or all of these five modules. There are also many texts in the <i>Échos Pro</i> and <i>Échos</i> literacy in which students can examine letter patterns and teachers can assist in pointing them out.				
Curricular Competency Use a variety of strategies to increase understanding.	Comprehension: Je vérifie ma compréhension. <i>Je lis le texte. J'arrête souvent. Est-ce que je comprends? Oui, je comprends. Non, je ne comprends pas. Je relis. Je regarde les images. J'identifie les mots familiers et les mots amis.</i> Production: <i>J'utilise des modèles. Je répète mon texte à voix haute.</i> Metacognitive: <i>Je réfléchis.</i> Cooperative Learning: J'exprime mes sentiments. <i>Je suis content / contente. J'ai hâte. C'est génial. Je suis surpris / surprise. Pas possible! Waouh! C'est bien! Je suis triste. Ça va mal. J'ai de la peine. Je suis frustré / frustrée. Je n'aime pas ça. C'est nul!</i>	Comprehension: J'identifie l'idée principale. <i>Je relis le texte. J'identifie l'idée principale. J'identifie les détails. Je donne mon opinion.</i> Production: <i>J'utilise des ressources. Je prononce bien les mots.</i> Metacognitive: <i>Je réfléchis.</i> Cooperative Learning: J'aide mon groupe. <i>Est-ce que je peux vous aider? Oui, aide-nous, s'il te plaît. Est-ce que vous avez le matériel? Oui, nous avons le matériel. Non, nous avons besoin de matériel. Qui a une idée pour notre projet? J'ai une idée. Choisissons... Quel est votre avis? Nous pensons que... Est-ce que vous pouvez répéter? Oui, nous pouvons répéter.</i>	Comprehension: Je réfléchis sur le texte. Je relis le texte. <i>J'identifie une idée importante. Je pense à mes expériences personnelles. Je pose une question à l'auteur.</i> Production: <i>Je fais un brouillon. J'utilise des gestes.</i> Metacognitive: <i>Je réfléchis.</i> Cooperative Learning: Je clarifie mes idées. <i>Voici mon idée... Je veux dire... J'explique encore. Je répète. C'est ça. Ah! Je comprends. C'est clair. Je ne comprends pas. Peux-tu répéter? C'est ça.</i>	Comprehension: Je fais la synthèse. <i>Je pense au sujet. Je donne mon opinion. Je pense à mes expériences personnelles. Je crée mon propre texte.</i> Production: <i>J'utilise un support visuel. Je vérifie mon texte avec un ou une partenaire.</i> Metacognitive: <i>Je réfléchis.</i> Cooperative Learning: Je coopère avec mes amis. <i>Bravo! Bonne idée! C'est ton tour. Vas-y! Tu es capable! C'est un bon choix! Qui a une idée? J'ai une idée. Choisissons... Quel est ton avis? Aidez-moi, s'il vous plaît! Est-ce que tu peux répéter? Selon moi... Peut-être. Je veux dire... Je suis d'accord.</i>	Comprehension: Je fais des liens. <i>J'identifie l'idée principale. Je fais des liens. Je pense à mes expériences personnelles. Je pense au monde autour de moi.</i> Production: <i>Je prépare un organisateur graphique. Je parle avec expression.</i> Metacognitive: <i>Je réfléchis.</i> Cooperative Learning: J'évalue ma contribution à l'équipe. <i>Est-ce que j'écoute bien? Est-ce que j'attends mon tour pour parler? Est-ce que je donne mes idées? Est-ce que je contrôle ma voix? Est-ce que j'aide mes amis? Est-ce que je donne de l'énergie à mon groupe?</i>
Curricular Competency Understand increasingly complex key information and supporting details in texts.	<i>Échos Pro</i> is a literacy-based resource and therefore there are a plethora of opportunities in every module for students to increase their understanding of key information and supporting details in texts.				
Content <ul style="list-style-type: none"> • Common elements of stories. • Past, present, and future timeframes. Curricular Competencies <ul style="list-style-type: none"> • Understand and retell stories. • Narrate simple stories. 	Stories (and informative texts): <ul style="list-style-type: none"> - <i>Explorons! – Poème : L'amitié</i> - <i>On est amis.</i> - <i>Voici mes amis!</i> - <i>Pareils ou différents?</i> - <i>Viens au concert avec moi!</i> - <i>C'est ma fête!</i> - <i>Des invitations</i> - <i>Un forum Web pour les amis</i> - <i>Paroles aux amis</i> - <i>Aider les autres</i> - <i>Mon amie et moi</i> 	Stories (and informative texts): <ul style="list-style-type: none"> - <i>Explorons!</i> - <i>Une aventure dans l'Est</i> - <i>Des aventures dans l'Ouest</i> - <i>Des aventures dans le Grand Nord</i> - <i>Une aventure en hiver</i> - <i>Partons à l'aventure!</i> - <i>La randonnée</i> - <i>Échos literacy mag : Est-ce que tu aimes le plein air?</i> - <i>Échos literacy text : Mes aventures en plein air</i> - <i>Des situations d'urgence</i> - <i>L'aventure a des risques!</i> - <i>Sur la trace des voyageurs</i> 	Stories (and informative texts): <ul style="list-style-type: none"> - <i>Échos literacy mag : Voyage au Canada</i> - <i>Explorons!</i> - <i>Découvrez Montréal.</i> - <i>En route</i> - <i>Une ville à découvrir</i> - <i>Une visite à vélo</i> - <i>Montréal à pied, en métro et à vélo</i> - <i>Bon appétit!</i> - <i>On achète des souvenirs</i> - <i>On visite des attractions</i> - <i>Je comprends!</i> - <i>Échos literacy text : Où es Théo?</i> 	Stories (and informative texts): <ul style="list-style-type: none"> - <i>Explorons!</i> - <i>Le plastique : un danger écologique</i> - <i>L'eau : le nouvel or bleu</i> - <i>Protégeons l'environnement!</i> - <i>Passé à l'action!</i> - <i>Les petits gestes</i> - <i>Es-tu plus ou moins écolo?</i> - <i>Échos literacy mag : Des jeunes en action : Ben Gulak</i> - <i>Alors ça, c'est génial!</i> - <i>C'est pratique et décoratif!</i> - <i>L'art de recycler!</i> - <i>Je suis là pour la terre</i> - <i>Échos literacy text : Des inventions incroyables!</i> - <i>Échos literacy mag : Des jeunes en action : Quelles inventions sont canadiennes?</i> 	Stories (and informative texts): <ul style="list-style-type: none"> - <i>Explorons!</i> - <i>Le français autour du monde</i> - <i>Les francophones au Canada</i> - <i>Partout au Canada, tu peux...</i> - <i>Place à la musique et à la danse</i> - <i>L'art du tissage</i> - <i>Soyez créatif!</i> - <i>Des traditions à la mode</i> - <i>Place aux chefs!</i> - <i>Ça, c'est ma recette!</i> - <i>C'est quel endroit?</i>

Grade 8 Learning Standards (continued)

BC Curriculum Grade 8	Module 1 <i>Mes amis, ma vie!</i>	Module 2 <i>Prêts pour l'aventure!</i>	Module 3 <i>Destination : Montréal</i>	Module 4 <i>Es-tu écolo?</i>	Module 5 <i>Le français chez nous</i>
Curricular Competency Seek clarification of and provide verification of meaning.	Students may seek clarification throughout the modules. Students may use new phrases or those provided in previous modules to seek clarification as needed.				
Content Common, high-frequency vocabulary and sentence structures for communicating meaning: - Asking and responding to different types of questions. Curricular Competency Exchange ideas and information using complete sentences orally and in writing: - Ask and answer a variety of questions about familiar topics.	Oral language is infused throughout every module in <i>Échos Pro</i> . Students are often engaged in activities where they ask and answer questions in context about various topics, literature, or themes.				
Content Common, high-frequency vocabulary and sentence structures for communicating meaning: - Expressing time and frequency.	Lesson 16: Invite a friend to a concert (time). Lessons 18, 19: Read an online invitation, write an invitation (time). Lessons 20, 21: Response to Text (time) Lessons 22, 23: Spontaneous role play: Calling and inviting a friend. Lessons 24, 25: How long you have attended a school (<i>Depuis...</i>)	Lessons 4–6: Departure times for cruises. Lessons 11, 12: Writing an advertisement including time of departure and length for an adventure trip.	Lesson 8: Travel times.	Lessons 5–7: Time it takes to biodegrade. Lessons 9–11: Facts that include timelines. Lesson 21: Wasting water and math calculations.	Some very limited examples (Lessons 19, 20 time of an event, Lessons 21, 22 recipe).
Content Common, high-frequency vocabulary and sentence structures for communicating meaning: - Describing people, objects, and personal interests. Curricular Competency Exchange ideas and information using complete sentences orally and in writing: - Describe people, objects, and personal interests.	Lesson 1: Describe friends. Lesson 2: Describe a friend using a web. Lessons 4, 5: Describe activities with friends. Lesson 6: Describe (identify) languages others speak. Lessons 8, 12, 13: Write a profile about a friend. Lessons 22, 23: Inviting a friend. Describe event, place, time, etc.	Lesson 1: Describe what is needed for different excursions. Lesson 5: Describe the adventure in Gaspé. Lessons 6–8: Describe the adventures in the Rockies. Lessons 9, 10: Describe the adventures in the NWT. Lesson 18: Ask for a price. Lessons 19, 20: Describe what is needed to wear and bring on an adventure.	Lesson 4: Warm-up: Describe preferences about a destination and the attractions. Lesson 5: Explain reasons why you would like to visit attractions. Lessons 7–9: Describe modes of transportation.	Lessons 4, 5: Name continents and oceans and talk about personal experiences. Lessons 12, 13: Describe a photo, including a fact, and give advice on a solution to the problem. Lessons 15–17: Give classmates advice about eco-friendly lunches. Lessons 18, 19: Discourage actions of others. Lessons 24, 25: Describe what some upcycled objects are made of.	Lessons 1, 2: Identify examples of bilingualism, and francophone and Métis culture across Canada. Lessons 5–7: Population numbers of Francophones in Canada. Lessons 8–11: Describe French services, products, places and people.

Grade 8 Learning Standards (continued)

BC Curriculum Grade 8	Module 1 <i>Mes amis, ma vie!</i>	Module 2 <i>Prêts pour l'aventure!</i>	Module 3 <i>Destination : Montréal</i>	Module 4 <i>Es-tu écolo?</i>	Module 5 <i>Le français chez nous</i>
<p>Content Common, high-frequency vocabulary and sentence structures for communicating meaning: - Comparing and contrasting.</p> <p>Curricular Competency Exchange ideas and information using complete sentences orally and in writing: - Compare and contrast basic characteristics of objects and people.</p>	<p>Lesson 7: Wrap-up: State a similarity. Lessons 9, 10: Similarities and differences between self and friends. Lesson 18: Compare and contrast invitations in French and in English.</p>	<p>Lessons 15, 16: Decide what to wear and bring for different excursions.</p>	<p>Lesson 3: Compare their community to the city of Montreal. Lessons 13, 14: Compare traditional French Canadian and Metis music with other traditional music. Lessons 15, 16: Compare one's neighbourhood to a Montreal neighbourhood. Lesson 16: Compare modes of transportation to one's own community. Throughout theme C compare how to write an amount of money in French to how it is done in English. <i>Échos</i> literacy mag: Compare the Olympic flag with the Canadian flag.</p>	<p>There are lots of possibilities for students to compare and contrast in this module, although it is not taught directly. The most obvious comparison is with recycled goods versus their upcycled projects! Students can then give opinions on whether they think these items are practical or creative.</p>	<p>Students compare their own traditions, food, and cities to others throughout this module.</p>
<p>Content Common, high-frequency vocabulary and sentence structures for communicating meaning: - Explaining reasons for preferences, emotions, and physical states.</p> <p>Curricular Competency Exchange ideas and information using complete sentences orally and in writing: - Explain reasons for emotional and physical states.</p>	<p>Lesson 1: Classmate's preferences. Lesson 3: Express emotions. Lesson 4: Warm-up: Express feelings. Lesson 11: Warm-up: Activity Preferences Lesson 14: Warm-up: Express feelings about an activity. Lessons 25, 26: Read about a student who needs advice. Lesson 25: Warm-up: Choose a preferred advice. Lesson 26: Pictures of emotions to create a conversation. Lessons 27, 28: Learning to give advice to friends. Lesson 29: Role-play a conversation to help a friend with a problem.</p>	<p>Lesson 13: Warm-up: Reasons for choosing an excursion. Lessons 21–27: Theme C: First-aid situations – lots of examples of physical states, symptoms, ailments, and first-aid.</p>	<p>Lesson 4: Warm-up: Describe preferences about a destination and the attractions. Lesson 5: Explain reasons why you would like to visit attractions.</p>	<p>Throughout this module there are examples of how pollution affects people, the earth and animals. Cause effect and solutions to all these types of solutions are discussed. (Lessons 6–8: plastic, Lessons 9–11: water, <i>Échos</i> literacy mag: air)</p>	
<p>Content Common, high-frequency vocabulary and sentence structures for communicating meaning: - Expressing basic beliefs and opinions.</p> <p>Curricular Competency Exchange ideas and information using complete sentences orally and in writing: - Express basic beliefs and opinions.</p>	<p>Lesson 8: Warm-up: Give and opinion about an activity.</p>	<p><i>Je donne mon opinion</i>.is a comprehension strategy in this module therefore it will come up several times throughout the module, while using this strategy. Lesson 13: Choosing an excursion and giving reasons. Lesson 15: Shared Reading Lesson 17: Shared Reading</p>	<p>Students throughout this module will give their opinion on places they would like to go, food they would like to eat, souvenirs they would like to purchase, etc.</p>	<p>Lessons 1–3: Give an opinion about ecological problems and solutions. Lesson 22: Make a poster to promote ecological actions. <i>Échos</i> literacy text: Students can give their opinion on inventions: What invention interests you the most? What inventions help us?</p>	<p>In this module, students talk about their own experiences, but bringing in discussions about their opinions would be very easy.</p>

Grade 8 Learning Standards (continued)

BC Curriculum Grade 8	Module 1 <i>Mes amis, ma vie!</i>	Module 2 <i>Prêts pour l'aventure!</i>	Module 3 <i>Destination : Montréal</i>	Module 4 <i>Es-tu écolo?</i>	Module 5 <i>Le français chez nous</i>
<p>Content</p> <ul style="list-style-type: none"> There are many Francophone communities around the world. Information about Francophone communities around the world. Curricular Competency Identify and share information about Francophone communities around the world. 	<p>Lesson 14: <i>L'Acadie</i>, a francophone region in Canada.</p>	<p>Lessons 4–6: Gaspé, Québec Lessons 11, 12: <i>Région de Mont-Tremblant</i> Lesson 28: <i>Les voyageurs</i> (Lachine, Québec to Fort William, Ontario)</p>	<p>This entire module is about Montreal. Lessons 1, 2: Identify examples of bilingualism, and francophone and Métis cultures across Canada. Lessons 5–7: Populations of Francophones living in Canada. Lessons 7–9: Learn that Bathurst, New-Brunswick is a primarily francophone community. <i>Échos</i> literacy text: <i>Où est Théo?</i> It is about the 2010 Olympic Games in Vancouver.</p>	<p>Lessons 4, 5: Learn that continents vary in number depending on what the national perspective is. Lesson 14: Talk about linguistic groups in one's own province.</p>	<p>Lessons 3, 4: Learn that New-Brunswick is the only province in Canada that is officially bilingual. Lesson 5: Compare the number of people who speak French and other languages in BC. Lessons 5–7: Discover the number of people in Canada who speak French as their second or third language. Lesson 12: Identify Canadian towns or landmarks with French names. Lesson 15: Compare francophone and Métis communities in Saskatchewan to francophone and Métis communities in other provinces.</p>
<p>Curricular Competency Expand their experience of Francophone culture through the exploration of Francophone creative works.</p>	<p>Lesson 14: Listen to a song by an Acadian singer. Read about Acadian culture and expressions. Lessons 15–17: Learn about a Franco-Ontarian music group (Swing). Lesson 17: Talk about artists who sing in French and in other languages.</p>	<p>Lesson 24: Listen to a popular children's song that is also a French walking song.</p>	<p>Lessons 1–3, 4–6, 26–28: Learn the background information about Montreal's name, La Ronde, the Imap theatre and the Quebec flag. Lessons 18, 19: Looking at the architecture in Vieux-Montréal. Lessons 1–3, 26–28: Looking at souvenirs.</p>	<p>Lessons 1–3: Learn about First Nations rapper from Northern Québec who sings in French and Algonquin. Lesson 30: Read about artists' biographies. Lessons 14, 31: Write an appreciative email to a musician/an artist. <i>Échos</i> literacy mag: Learn about Canadian inventions including poutine.</p>	<p>Lessons 1, 2: Learn about French roots of the national anthem, <i>Mon drapeau</i>, the francophone provincial anthem in Ontario. Lessons 13, 14: Traditional French Canadian instruments and learn about a call and response song. Lessons 15, 16: Read about traditional Métis and francophone crafts in Saskatchewan.</p>
<p>Content</p> <ul style="list-style-type: none"> Common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> Describing cultural aspects of communities. Cultural aspects of Francophone communities, practices, and traditions. <p>Curricular Competencies</p> <ul style="list-style-type: none"> Describe cultural aspects of Francophone communities, practices, and traditions. Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities. 	<p>Lesson 14: Acadian community.</p>	<p>Lesson 9: Use and compare greetings in the Dené language with greetings in other languages. Lesson 17: Complete a French order form. Lesson 28: Learn some facts about Canada's voyageurs and about the town of Fort William.</p>	<p>Lessons 1–3, 4–6, 26–28: Learn the background information about Montreal's name, La Ronde, the Imap theatre and the Quebec flag. Lessons 7–9: Learn that Bathurst, New-Brunswick is a primarily francophone community. Lesson 3: Compare their community to the city of Montreal. Lessons 14, 15: Compare one's neighbourhood to a Montreal neighbourhood. Lesson 16: Compare modes of transportation to one's own community. Lessons 20, 21: Learn about Jewish origin of smoked meat and bagels. Throughout theme C: Compare how to write an amount of money in French to how it is done in English.</p>	<p>Lessons 1–3: Learn about First Nations rapper from Northern Québec who sings in French and Algonquin. Lessons 9–11: Learn to read graphs in French. <i>Échos</i> literacy mag: Learn about Canadian inventions including poutine.</p>	<p>Lessons 5–7: Learn that playing cards were commonly used as currency 1685–1750. Lessons 8, 9: Learn that all labels in Canada have to be in French and in English. Lessons 13, 14: Listen to traditional French Canadian instruments and learn about a call and response song.</p>
<p>Curricular Competency Explore ways to engage with Francophone communities, people, or experiences.</p>	<p>This can be done at any time throughout or even in between the modules, especially when elements of francophone culture comes up (for example in Module 1 they go to a francophone concert, at that time, students could do an Internet search to find out what other francophone concerts are playing the coming months in a specific francophone city, and listen to the songs by this artist).</p>				
<p>Indigenous content.</p>		<p>Lessons 11, 12: Learn the First Nations story lined to the place name Mont Tremblant.</p>		<p>Lessons 1–3: Learn about First Nations rapper from Northern Québec who sings in French and Algonquin.</p>	<p>Lesson 15: Compare francophone and Métis communities in Saskatchewan to francophone and Métis communities in other provinces. Lessons 15, 16: Read about traditional Métis and francophone crafts in Saskatchewan. Lessons 21, 22: Learn about the importance of Saskatoon berries in Western Canada.</p>