



Ici on parle français – PD grants for FSL teachers

Exploration of Echos Pro 1, Echos Pro 2 & Echos Pro 3

Team Members:

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School District: Simcoe Muskoka Catholic DSB



What We Did

1. Decided which grades would be most appropriate for Echos Pro 1, Echos Pro 2 and Echos Pro 3.
2. Reviewed each of the modules within each program and decided the most logical order to teach them for each grade (e.g., Gr. 4-6, some overlap with Gr. 7).
3. Created introductory Google slides for “Ma classe et moi”, “Le Canada, c’est multiculturel” and “Destination, Montréal”.



What We Learned

1. The program is vast, but there are many wonderful aspects to it.
2. The digital versions of the student books are only available to one teacher at a time, since it is the same user name and password for each French teacher at the same school (this becomes an issue if both teachers are teaching the same unit at the same time).
3. Echos Pro 3 can easily be extended into the first part of Gr. 7, since the language structures are complex enough to support the curriculum.



How We Shared Our Learning With Others

1. We will share the Google slides that were created with each other and the other French teacher at our school.
2. We can discuss what we learned about the program at a future French PD session, if the topic arises.



Links to Our Work

[Gr. 4 – Echos Pro 1](#)

[Gr. 5 – Echos Pro 2](#)

[Gr. 6 – Echos Pro 3](#)

These documents are a work in progress. We found the need to create Google slides with images of the student text to make it more use friendly. Navigating the interface of the eBook version of the student text was somewhat frustrating and slow. Our school does not have the funds currently to buy class sets of the student books or the 1:1 technology required for students to access the books online.

We plan to continue looking at our initiative's impacts on different grade groups and different learners. Our goal is to now look at its impacts specifically on ESL students (lots of newcomers within our school board district) as well students on a modified IEP. We would like to see how we help these two groups of students find greater success in French with a greater emphasis on movement-based learning opportunities.



Any Next Steps We Have To Continue Our Learning

1. Continue to review the modules as they come up in the year and share what worked and didn't work with our colleagues.
2. Ask our administration to find funds to purchase sets of the student books for each module (e.g., a class set of 25-30 student books will be purchased over 3 years), so that teachers will have the materials needed to teach the program more effectively and students will have the reference material they need.