

# Instructional Material Program: Reporters Francophones 2

Secondary (6-12) English Language Arts and PK-12 World Languages Other Than English

**Subject and Oklahoma State Subject Code:** French II | 2122 & 3112

**Grade(s):** K-8 & 9-12

## OKLAHOMA ACADEMIC STANDARD(S) CORRELATION

Page number(s) identifying the correlation location	Standard / Objective and Correlating Content
	<b>GOAL 1: COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
	<b>1. INTERPRETIVE COMMUNICATION</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
	<b>Interpretive Listening</b>
p. 2 (act. 2b), p. 6 (act. 6a), p. 9 (act. 10b, 10c), p. 11 (act. 12a), p. 13 (act. 14b), p. 14 (act. 15b), p. 15 (act. 17a, 17b), p. 17 (act. 21a, 21b), p. 21 (act. 1a, 1b), p. 24 (act. 3a), p. 25 (act. 4a, 4b), p. 26 (act. 6a, 6b), p. 36 (act. 20, 21, 22), p. 42 (act. 4a, 4b), p. 45 (act. 7b, 7c, 8a, 8b), p. 52 (act. 23), p. 56 (act. 28), p. 63 (act. 1a, 1b), p. 67 (act. 4b)	<b>Novice High</b> a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.
p. 70 (act. 7b, 7c), p. 76 (act. 15), p. 77 (act. 17), p. 80 (act. 20, 21), p. 90 (act. 9), p. 94 (act. 18 a, 18b), p. 98 (act. 25, 26), p. 102 (act. 1a), p. 103 (act. 1b), p. 105 (act. 1a, 1b), p. 109 (act. 4b, 4d), p. 115 (act. 10), p. 119 (act. 20), p. 122 (act. 25, 26), p. 126 (act. 2b), p. 127 (act. 2c, 2f), p. 140 (act. 20, 21, 22), p. 147 (act. 1a, 1b), p.	<b>Intermediate Low</b> a) I can identify the topic and related information in short and simple texts, conversations, or presentations on familiar topics when heard, signed, or viewed.

152 (act. 6b), p. 153 (act. 6c), p. 159 (act. 12), p. 166 (act. 26, 27, 28), p. 170 (act. 2b), p. 173 (act. 6d), p. 182 (act. 18, 19), p. 189 (act. 1a, 1b), p. 192 (act. 3b), p. 195 (act. 7b, 7c), p. 196 (act. 8b, 8c, 8d), p. 208 (act. 27, 28), p. 212 (act. 2c), p. 215 (act. 6a, 6b, 6c), p. 221 (act. 15), p. 224 (act. 19, 20, 21), p. 231 (act. 1a, 1b), p. 236 (act. 4c), p. 237 (act. 4d), p. 246 (act. 18), p. 253 (act. 6b), p. 255 (act. 8b, 8c), p. 259 (act. 11), p. 260 (act. 16), p. 266 (act. 30, 31), p. 270 (act. 1a)	
	<b>Interpretive Reading</b>
p. 0 (act. 1a), p. 2 (act. 2a, 2b, 2c), p. 3 (act. 3a), p. 4 (act. 4a), p. 5 (act. 4b, 4c), p. 6 (Culture), p. 7 (act. 7a, 7b), p. 8 (act. 8a), p. 10 (act. 11a, 11b), p. 14 (act. 15a), p. 16 (act. 19), p. 17 (act. 21a, 22)	<b>Novice High</b> a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.
p. 23 (act. 2), p. 27 (act. 7), pp. 40-41 (act. 2), pp. 46-47 (Le magazine des reporters)	<b>Novice High</b> b) I can sometimes understand the main idea of what I have read.
p. 23 (act. 2a, 2b, 2c, Culture), p. 24 (act. 3a, 3b), p. 27 (act. 7b), p. 28 (act. 9), p. 39 (act. 1a, 1c, Culture), p. 41 (act. 2a, 2c, 2d, 3a), p. 44 (act. 7a), p. 46 (act. 10, 11), p. 48 (act. 16), p. 53 (act. 25b, 26), p. 56 (act. 27, 28), p. 57 (MINI-PROJET 2), p. 61 (act. 1a), p. 65 (act. 2a, 2b, Culture), p. 67 (act. 3a, 3b), p. 68 (act. 5a), p. 69 (act. 6a), p. 70 (act. 7a), p. 71 (act. 7d, 8a), p. 72 (act. 9, 10), p. 83 (act. 1a, 1b, 1c, Culture), p. 85 (act. 2a), p. 87 (act. 4a, 4c), p. 88 (act. 6), p. 89 (act. 8), p. 93 (act. 16), p. 107 (act. 2a, 2b, Culture), p. 108 (act. 3a), p. 109 (act. 3c, 4), p. 110 (Culture), p. 111 (act. 6a, 6b, 6c), p. 112 (act. 7), p. 125 (act. 1a, 1b, 1c, Culture), p. 126 (act. 2a), p. 129 (act. 4a, 4b, 4c, 5a), p. 131 (act. 6b, 6c, 7a), p. 132 (act. 8, 9), p. 145 (act. 1a), p. 149 (act. 2a, 2b, Culture), p. 150 (act. 3a, 4), p. 151 (act. 5a, 5b, 5c), p. 152 (act. 6a), p. 153 (act. 7a, 7b), p. 154 (act. 8a), p. 156 (act. 9, 10), p. 159 (act. 15), p. 160	<b>Intermediate Low</b> a) I can identify the topic and related information in short and simple texts, on familiar topics when read.

<p>(act. 18), p. 169 (act. 1a, 1b, Culture), p. 171 (act. 3b), p. 172 (act. 4a, 4b), p. 173 (act. 6a, 6b), p. 174 (act. 7, 8), p. 186 (act. 1a, 1b), p. 187 (act. 2), p. 191 (act. 2b, 2c, Culture), p. 192 (act. 3a), p. 194 (act. 6a, 6b, 6c), p. 193 (act. 5), p. 195 (act. 7a), p. 196 (act. 8a), p. 197 (act. 9a, 9c), p. 198 (act. 10), p. 203 (act. 20), p. 211 (1a, 1c, Culture), p. 212 (act. 2a), p. 213 (act. 3a, 3c), p. 214 (act. 5a), p. 216 (act. 7, 8), p. 217 (act. 9), p. 219 (act. 12), p. 228 (act. 1a, 1b), p. 229 (act. 2), p. 233 (act. 2a, 2b, Culture), p. 235 (act. 3a, 3b), p. 236 (act. 4a, 4b, Culture), p. 237 (act. 4d, 5a), p. 238 (act. 6, 7), p. 249 (act. 1a, 1b, Culture), p. 250 (act. 2a), p. 252 (act. 5a), p. 253 (act. 5b, 6a), p. 254 (act. 7a, 7b, 7d), p. 255 (act. 8a), p. 256 (act. 9, 10)</p>	
	<p><b>2. INTERPERSONAL COMMUNICATION</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>
	<p><b>Interpersonal Communication</b></p>
<p>p. 0 (act. 1b), p. 2 (act. 2a, 2b, 2c), p. 3 (act. 3a, 3b, 3c, 3d), p. 4 (act. 4a), p. 5 (act. 4b, 4c, 5), p. 6 (act. 6a, 6b), p. 7 (act. 7a, 7b, 7c), p. 8 (act. 8b), p. 9 (act. 9a, 9b, 9c, 10a, 10c), p. 10 (act. 11b, 11c), p. 11 (act. 11d, 12b), p. 12 (act. 13a, 13b, 13c), p. 13 (act. 14a, 14c), p. 14 (act. 15b, 15c), p. 15 (act. 16, 17b, 18), p. 16 (act. 19, 20), p. 17 (act. 21a, 21b, 21c, 22), p. 19 (Le jeu de l'oie), p. 21 (act. 1a, 1b), p. 23 (act. 2a, 2b, 2d), p. 24 (act. 3b), p. 25 (act. 4b, 4c, 4d, 4e, 5), p. 26 (act. 6a, 6b, 6c, 6d, 6e), p. 27 (act. 7a, 7b, 7c, 8), p. 28 (act. 10), p. 29 (act. 11), p. 30 (act. 12, 13), p. 31 (act. 14, 15), p. 33 (act. 16, 17, 18), p. 36 (act. 19), p. 39 (act. 1a, 1b, 1c), p. 41 (act. 2b, 2c, 2d, 2e, 2f, 3a, 3b), p. 42 (act. 4a, 4b, 4c), p. 43 (act. 5, 6a, 6b), p. 45 (act. 7b, 7c, 8a, 8b, 8c, 9), p. 46 (act. 11, 12), p. 47 (act. 13), p. 48 (act. 14, 15, 16), p. 49 (act. 17), p. 50 (act. 18, 19), p. 51 (act. 20, 21, 22), p. 52 (act. 23, 24), p. 53 (act. 25a, 25b, 26)</p>	<p><b>Novice High</b> a) I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.</p>

p. 103 (act. 2), p. 110 (act. 5c), p. 127 (act. 3), p. 145 (act. 3), p. 187 (act. 2), p. 271 (act. 2)	<b>Intermediate Low</b> a) I can participate in conversations on a number of familiar topics using simple sentences.
p. 103 (act. 2), p. 110 (act. 5c), p. 127 (act. 3), p. 145 (act. 3), p. 187 (act. 2), p. 271 (act. 2)	<b>Intermediate Low</b> b) I can handle short social interactions in everyday situations by asking and answering simple questions.
	<b>3. PRESENTATIONAL COMMUNICATION</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
	<b>Presentational Speaking / Signing</b>
p. 6 (act. 6c), p. 37 (MINI-PROJET 1), p. 58 (PROJET FINAL)	<b>Novice High</b> a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.
p. 89 (C'EST VOUS LES REPORTERS!), p. 103 (act. 3), p. 129 (act. 4d), p. 141 (MINI-PROJET 2), p. 157 (C'EST VOUS LES REPORTERS!), p. 170 (act. 2c), p. 183 (act. MINI-PROJET 2), p. 184 (PROJET FINAL), p. 199 (C'EST VOUS LES REPORTERS!), p. 209 (MINI-PROJET 1), p. 217 (C'EST VOUS LES REPORTERS!), p. 226 (PROJET FINAL), p. 239 (C'EST VOUS LES REPORTERS!), p. 257 (C'EST VOUS LES REPORTERS!), p. 271 (act. 3)	<b>Intermediate Low</b> a) I can present information on most familiar topics that relate to me and my immediate environment in a variety of settings, using a series of simple sentences, sometimes relying upon clarification and circumlocution.
p. 103 (act. 3), p. 170 (act. 2c), p. 271 (act. 3)	<b>Intermediate Low</b> b) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.

	<b>Presentational Writing</b>
p. 29 (C'EST VOUS LES REPORTERS!), p. 47 (C'EST VOUS LES REPORTERS!), p. 61 (act. 2)	<b>Novice High</b> a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.
p. 5 (act. 5), p. 11 (act. 11d), p. 25 (act. 4e), p. 27 (act. 8), p. 61 (act. 2)	<b>Novice High</b> b) I can compose short messages and notes on familiar topics related to everyday life in culturally accepted ways.
p. 73 (C'EST VOUS LES REPORTERS!), p. 81 (MINI-PROJET 1), p. 99 (MINI-PROJET 2), p. 100 (PROJET FINAL), p. 113 (C'EST VOUS LES REPORTERS!), p. 125 (act. 1d), p. 133 (C'EST VOUS LES REPORTERS!), p. 142 (PROJET FINAL), p. 145 (act. 2a, 2b), p. 167 (MINI-PROJET 1), p. 187 (act. 3), p. 225 (act. MINI-PROJET 2), p. 229 (act. 3), p. 247 (act. MINI-PROJET 1), p. 268 (PROJET FINAL)	<b>Intermediate Low</b> a) I can compose brief pieces about most familiar topics and present information using a series of simple sentences.
p. 145 (act. 2), p. 187 (act. 3), p. 239 (C'EST VOUS LES REPORTERS!), p. 255 (act. 8d)	<b>Intermediate Low</b> b) I can present information, raise awareness, and express personal preferences in culturally accepted ways.

	<b>GOAL 2: CULTURE</b> Interact with Cultural Competence and Understanding
	<b>1. RELATING CULTURAL PRACTICES TO PERSPECTIVES</b> Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
p. 3 (act. 3), p. 13 (act. 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 45 (act. 7c, 8c), p. 127 (act. 2f)	<b>Novice</b> a) I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.

p. 17 (act. 22), p. 39 (Culture), p. 41 (act. 3a, 3b), p. 68 (act. 5a, 5b), p. 83 (Culture), p. 107 (Culture), p. 236 (Culture)	<b>Novice</b> b) I can identify and participate in traditional practices, cultural activities and in the target cultures.
p. 23 (Culture), p. 71 (act. 8a, 8b), p. 149 (Culture), p. 169 (Culture), p. 174 (act. 7, 8), p. 214 (act. 5a, 5b), p. 238 (act. 6, 7), p. 239 (act. 8)	<b>Novice</b> c) I can identify with some perspectives and worldviews from the target cultures.
p. 89 (act. 8), p. 191 (Culture)	<b>Novice</b> d) I can recognize diversity and the impact of stereotyping other cultures.
p. 23 (Culture), p. 39 (Culture), p. 41 (act. 3b), p. 65 (Culture), p. 107 (Culture), p. 110 (Culture), p. 129 (act. 5b), p. 131 (act. 7b), p. 175 (C'EST VOUS LES REPORTERS!), p. 191 (Culture), p. 214 (act. 5c), p. 233 (Culture), p. 236 (Culture), p. 249 (Culture)	<b>Novice</b> e) I can recognize differences and similarities between the target cultures and my own.
p. 145 (act. 3), p. 153 (act. 7c), p. 187 (act. 2)	<b>Intermediate</b> a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
p. 125 (Culture), p. 129 (Culture), p. 131 (Culture), p. 175 (C'EST VOUS LES REPORTERS!), p. 214 (act. 5)	<b>Intermediate</b> b) I can explain different traditions and customs of the target cultures in simple terms.
pp. 84-85 (act. 2), p. 110 (Culture), p. 141 (MINI-PROJET 2), p. 167 (MINI-PROJET 1), p. 170 (act. 2), p. 212 (act. 2), p. 214 (act. 5), p. 249 (act. 1)	<b>Intermediate</b> c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.
p. 68 (act. 5), p. 108 (act. 3), p. 129 (Culture), pp. 174-175 (Le magazine des reporters), p. 214 (act. 5), p. 228 (act. 1)	<b>Intermediate</b> d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.
p. 191 (act. 2), p. 192 (act. 3), pp. 198-199 (Le magazine des reporters), p. 214 (act. 5)	<b>Intermediate</b> e) I can discuss and evaluate some commonly held generalizations about the target culture.

	<b>2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES</b> Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
p. 16 (act. 19, 20), p. 28 (act. 10), p. 29 (act. 11), p. 72 (act. 9, 10), p. 73 (C'EST VOUS LES REPORTERS)	<b>Novice</b> a) I can identify and explore artifacts and symbols commonly used in diverse target-language communities.
p. 4 (act. 4a), p. 5 (act. 4, 5), p. 10 (act. 11a, 11b, 11c), p. 61 (act. 1a), p. 88 (act. 6, 7), p. 89 (C'EST VOUS LES REPORTERS), p. 125 (Culture), p. 135 (act. 10), p. 145 (act. 1, 2, 3), p. 189 (act. 1a, 1b), p. 191 (2c, Culture), p. 216 (act. 7, 8), p. 217 (C'EST VOUS LES REPORTERS!)	<b>Novice</b> b) I can identify and explore some major contributions and influential figures, historical and contemporary, from a variety of diverse target-language communities.
p. 88 (act. 6, 7), p. 125 (1d), p. 129 (act. 4a, 4b, 4c, 5a), p. 131 (act. 7a)	<b>Novice</b> c) I can identify and explore the impact of historical and contemporary influences from diverse target-language communities that are significant in my own culture.
p. 0 (act. 1a, 1b), p. 21 (act. 1a, 1b), p. 63 (act. 1a, 1b), p. 58 (PROJET FINAL), p. 65 (act. 2a, 2b, Culture), p. 67 (act. 3a, 3c, 4), p. 72 (act. 9, 10), p. 105 (act. 1a, 1b), p. 112 (act. 7, 8), p. 113 (act. 9), p. 147 (act. 1a, 1b), p. 156 (act. 9, 10), p. 157 (C'EST VOUS LES REPORTERS), p. 192 (act. 3a), p. 193 (act. 5), p. 198 (act. 10, 11), p. 199 (act. 12, C'EST VOUS LES REPORTERS), p. 209 (MINI-PROJET 1), p. 231 (act. 1a, 1b), p. 249 (Culture), p. 256 (act. 9, 10), p. 257 (C'EST VOUS LES REPORTERS!)	<b>Novice</b> d) I can identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.
p. 110 (Culture), p. 23 (act. 2a), p. 46 (act. 10, 11), p. 47 (act. 13, C'EST VOUS LES REPORTERS!), p. 125 (1a, 1b, 1c), p. 129 (act. 4a), p. 132 (act. 8, 9), p. 211 (Culture), p. 216 (act. 7, 8), p. 217 (act. 9, C'EST VOUS LES REPORTERS!)	<b>Novice</b> e) I can identify samples of the cultures' perspectives from the arts and media in the target cultures.

pp. 112-113 (Le magazine des reporters, act. 9), p. 125 (act. 1), pp. 130-131 (act. 6), p. 193 (Culture, act. 5)	<b>Intermediate</b> a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.
pp. 112-113 (Le magazine des reporters), pp. 128-129 (act. 4), pp. 130-131 (Culture), p. 145 (act. 1, 2)	<b>Intermediate</b> b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target language communities.
p. 88 (act. 6, 7), p. 129 (act. 4a, 4b, 4c, 5a), p. 131 (act. 7a)	<b>Intermediate</b> c) I can identify and explain the influence of the target language and cultures on the products of my own culture
pp. 72-73 (Le magazine des reporters), pp. 88-89 (Le magazine des reporters), pp. 198-199 (Le magazine des reporters)	<b>Intermediate</b> d) I can explain how geography impacts the products of diverse target-language communities.
p. 129 (Culture, act. 5), pp. 198-199 (Le magazine des reporters), pp. 216-217 (Le magazine des reporters, C'EST VOUS LES REPORTERS!)	<b>Intermediate</b> e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.

	<b>GOAL 3: CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
	<b>1. MAKING CONNECTIONS</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
p. 4 (act. 4a), p. 10 (act. 11a), p. 28 (act. 10), p. 29 (act. 11), p. 46 (act. 12), p. 47 (13, C'EST VOUS LES REPORTERS)	<b>Novice</b> a) I can identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures.

p. 131 (act. 5a, 5b, 5c, 5d)	<b>Novice</b> b) I can reinforce and /or expand learning in other content areas using authentic target language resources when possible.
p. 65 (Cultures), p. 131 (act. 7), p. 211 (Cultures)	<b>Intermediate</b> a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.
p. 72 (act. 9, 10), p. 73 (act. 11, C'EST VOUS LES REPORTERS), p. 88 (act. 6, 7), p. 89 (act. 8, C'EST VOUS LES REPORTERS), p. 112 (act. 7, 8), p. 113 (act. 9, C'EST VOUS LES REPORTERS!), p. 123 (MINI-PROJET 1), p. 126 (act. 2b), p. 123 (MINI-PROJET 1), p. 131 (act. 7b), p. 132 (act. 8, 9), p. 133 (C'EST VOUS LES REPORTERS!), p. 156 (act. 9, 10), p. 157 (act. 11, C'EST VOUS LES REPORTERS!), p. 174 (act. 7, 8), p. 198 (act. 10, 11), p. 199 (act. 12, C'EST VOUS LES REPORTERS!), p. 211 (Culture), p. 216 (act. 7, 8), p. 217 (act. 9, C'EST VOUS LES REPORTERS!), p. 238 (act. 6, 7), p. 239 (act. 8, C'EST VOUS LES REPORTERS!), p. 251 (act. 4), p. 256 (act. 9, 10), p. 257 (C'EST VOUS LES REPORTERS!)	<b>Intermediate</b> b) I can apply information gathered through target language resources to other content areas in order to supplement learning.
	<b>2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES</b> Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.
p. 23 (act. 2a), p. 39 (act. 1a), p. 65 (act. 2a), p. 70 (act. 7), p. 83 (act. 1a, 1b), p. 109 (act. 3b), p. 125 (1a), p. 132 (act. 8, 9), p. 149 (act. 2a ), p. 152 (act. 6a), p. 169 (act. 1a), p. 173 (act. 6a), p. 186 (act. 1a), p. 213 (act. 3a, 3b), p. 215 (act. 6a, 6b, 6c), p. 228 (act. 1b, 1c), p. 233 (act. 2a), p. 249 (act. 1a), p. 236 (act. 4a, 4b), p. 255 (act. 8b, 8c), p. 270 (act. 1a, 1b), p. 271 (act. 1c)	<b>Novice</b> a) I can extract information about the target cultures from selected authentic sources representing diverse target-language communities.

p. 2 (act. 2a), p. 47 (act. 13), p. 131 (act. 5a, 5b, 5c, 5d), p. 195 (act. 7b, 7c, 7d), p. 217 (act. 9)	<b>Novice</b> b) I can use authentic target language sources to gain insight about and identify the distinctive perspectives of the target language.
p. 73 (C'EST VOUS LES REPORTERS!), p. 103 (act. 3), p. 125 (act. 1d), p. 145 (act. 2a)	<b>Intermediate</b> a) I can seek out authentic target-language sources, analyze the content, and acquire unique information available only through the target language and its cultures.
pp. 124-125 (Pour commencer), p. 214 (act. 5), p. 215 (act. 6), pp. 232-233 (Pour commencer)	<b>Intermediate</b> b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.

	<b>GOAL 4: COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence.
	<b>1. LANGUAGE COMPARISONS</b> Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.
p. 23 (Culture), p. 61 (1b)	<b>Novice</b> a) I can identify cognates and borrowed words and be aware of their usefulness in comprehending language.
p. 56 (act. 28), p. 166 (act. 26, 27, 28), p. 182 (act. 18, 19), p. 208 (act. 27, 28)	<b>Novice</b> b) I can identify similarities and differences in the sound and writing systems.
p. 23 (act. 2c), p. 28 (act. 9), p. 39 (act. 1b), p. 46 (act. 10), p. 67 (act. 3b), p. 173 (act. 6a), p. 214 (act. 5a)	<b>Novice</b> c) I can make comparisons of basic language forms in familiar and highly predictable settings when I have reached the Novice High level.

p. 186 (act. 1c)	<b>Novice</b> d) I can compare basic idiomatic expressions and at the Novice High level, interpret, express, and compare the meaning of idioms.
p. 195 (act. 7a)	<b>Intermediate</b> a) I can explore the historical and cultural reasons for cognates and borrowed words in a variety of settings when I have reached the Intermediate High level.
p. 241 (Grammar Tutorial: Direct Object Pronouns), p. 242 (Grammar Tutorial: Indirect Object Pronouns)	<b>Intermediate</b> b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.
p. 90 (Grammaire 1: the passé composé with avoir), p. 114 (Grammaire 1: the Imparfait), pp. 126-127 (act. 2)	<b>Intermediate</b> c) I can compare and contrast structural patterns of the target to structural patterns in my own language forms in a variety of settings, and when I have reached the Intermediate High Level, I can analyze and explain how time frames are expressed in a variety of settings.
p. 224 (act. 18)	<b>Intermediate</b> d) When I have reached the Intermediate High Level, I can discuss and analyze idiomatic expressions as well as their evolutions and origins and use appropriate ones in limited settings.
	<b>2. CULTURAL COMPARISONS</b> Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.
p. 23 (2b, 2d, Culture), p. 149 (2b, 2c), p. 153 (6c, 6d, 7b, 7c)	<b>Novice</b> a) I can identify similarities and differences in verbal and nonverbal behavior between cultures in situations that are familiar and highly predictable.

p. 39 (Culture), p. 41 (act. 3b), p. 65 (Culture), p. 107 (Culture), p. 110 (Culture), p. 129 (act. 5b), p. 131 (act. 7b), p. 169 (act. 1c), p. 191 (Culture), p. 192 (act. 3c), p. 233 (Culture), p. 235 (act. 3a), p. 236 (Culture), p. 249 (Culture), p. 255 (act. 8d)	<b>Novice</b> b) I can initially recognize and advance to be able to identify and then analyze intercultural similarities and differences in the practices, products, and perspectives of my own culture and the target cultures in very familiar situations.
p. 46 (act. 12), p. 125 (Culture), p. 129 (act. 4c)	<b>Novice</b> c) I can initially recognize, then progress to be able to explore, explain and reflect on how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures.
p. 214 (act. 5c)	<b>Intermediate</b> a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
p. 191 (Culture), p. 199 (act. 12), p. 236 (act. 4, Culture)	<b>Intermediate</b> b) I can explore, explain and reflect on intercultural similarities and differences in cultures' practices and, products, leading to an understanding of perspectives of the target cultures in a variety of settings, using simple description and advancing to more complex language with the help of appropriate scaffolding as proficiency develops.
p. 191 (Culture)	<b>Intermediate</b> c) I can explain how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures in a variety of settings.
p. 129 (act. 4c, 4d), p. 154 (act. 8a), p. 155 (act. 8b, 8d), p. 167 (MINI-PROJET 1), p. 193 (act. 5), p. 214 (act. 5c), p. 233 (Culture), p. 236 (act. 4b, Culture), p. 238 (act. 7), p. 255 (act. 9c)	<b>Intermediate</b> d) I can take the perspective of those from different cultures to build empathy.

	<b>GOAL 5: COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
	<b>1. SCHOOLS AND GLOBAL COMMUNITIES</b> Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
p. 6 (act. 6, Culture), p. 88 (act. 6, 7), p. 89 (C'EST VOUS LES REPORTERS), p. 93 (act. 16)	<b>Novice</b> a) I can identify career paths that are enhanced by proficiency in another language.
p. 12 (act. 13c), p. 13 (act. 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 16 (act. 20), p. 19 (Le jeu de l'oie), p. 25 (act. 4e, 5), p. 36 (act. 19), p. 43 (act. 5), p. 45 (act. 9), p. 56 (act. 27), p. 57 (MINI-PROJET 2)	<b>Novice</b> b) I can practice oral or written use of the target language with others outside of an academic setting.
p. 7 (act. 7c), p. 8 (act. 8b), p. 12 (act. 13c), p. 41 (act. 2e, 2f), p. 43 (act. 6b)	<b>Novice</b> c) I can communicate on a personal level with speakers of the target language.
p. 29 (C'EST VOUS LES REPORTERS!), p. 47 (C'EST VOUS LES REPORTERS!), p. 58 (PROJET FINAL)	<b>Novice</b> d) I can produce short presentations in the target language for a variety of audiences.
p. 37 (MINI-PROJET 1), p. 81 (MINI-PROJET 1), p. 89 (C'EST VOUS LES REPORTERS!), p. 99 (act. MINI-PROJET 2), p. 129 (act. 4d), p. 141 (MINI-PROJET 2), p. 142 (PROJET FINAL), p. 175 (C'EST VOUS LES REPORTERS!), p. 184 (PROJET FINAL), p. 226 (PROJET FINAL), p. 239 (C'EST VOUS LES REPORTERS!), p. 247 (MINI-PROJET 1), p. 267 (MINI-PROJET 2)	<b>Novice</b> e) I can produce short presentations in the target language for a designated audience.
p. 85 (act. 3), pp. 142-142 (PROJET FINALE), p. 153 (act. 7), p. 167 (MINI-PROJET 1)	<b>Intermediate</b> a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial.
p. 80 (act. 19), p. 85 (act. 3), p. 87 (act. 5), p. 95 (act. 23), p. 98 (act. 24), p. 117 (act. 17), p. 122 (act. 24), p. 127 (act. 3), p. 140 (act. 19), p. 155 (act. 8d), p. 157 (act. 11), p. 166 (act. 25), p. 170 (act. 2c), p. 172 (act. 5),	<b>Intermediate</b> b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.

p. 173 (act. 6c), p. 182 (act. 17), p. 193 (act. 4), p. 208 (act. 26), p. 213 (act. 4), p. 18 (act. 18), p. 229 (act. 2), p. 237 (act. 5b), p. 246 (act. 17), p. 266 (act. 29), p. 271 (act. 2)	
p. 53 (act. 26), p. 61 (act. 3), p. 73 (act. 11), p. 85 (act. 2a, 2c), p. 87 (act. 4d), p. 91 (act. 13), p. 95 (act. 22), p. 103 (act. 2), p. 109 (act. 4d), p. 110 (act. 5c), p. 131 (act. 6a, 6d), p. 145 (act. 3), p. 147 (act. 1b), p. 150 (act. 4), p. 151 (act. 5d), p. 160 (act. 18), p. 167 (MINI-PROJET 1), p. 171 (act. 3c), p. 172 (act. 4a), p. 177 (act. 12), p. 179 (act. 16), p. 189 (act. 1b), p. 194 (act. 6c), p. 196 (act. 8e), p. 235 (act. 3d), p. 237 (act. 4e), p. 250 (act. 2b), p. 251 (act. 4), p. 253 (act. 6b), p. 255 (act. 7e), p. 261 (act. 22)	<b>Intermediate</b> c) I can communicate on a personal level with a native speaker.
pp. 184-185 (PROJET-FINAL), p. 225 (MINI-PROJET 2), p. 267 (MINI-PROJET 2)	<b>Intermediate</b> d) I can take part in target-language related activities to benefit my school and/or community.
	<b>2. LIFELONG LEARNING</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
p. 7 (act. 7c)	<b>Novice</b> a) I can demonstrate a willingness to interact with native speakers.
p. 16 (act. 20), p. 23 (act. 2a), p. 41 (act. 2a, 2b, 2c, 3a), p. 47 (act. 13, C'EST VOUS LES REPORTERS! )	<b>Novice</b> b) I can discover and explore a variety of entertainment sources representative of the target cultures.
p. 38-39 (Pour commencer), p. 41 (Cultures), p. 44 (act. 7)	<b>Novice</b> c) I can identify current topics or events of interest within the target cultures.
p. 23 (act. 2a), p. 47 (act. 13, C'EST VOUS LES REPORTERS! )	<b>Novice</b> d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.

p. 81 (MINI-PROJET 1), p. 167 (MINI-PROJET 1), p. 209 (MINI-PROJET 1)	<b>Intermediate</b> a) I can demonstrate a willingness to interact with native speakers.
p. 56 (act. 27), p. 58 (PROJET FINAL), p. 85 (act. 2), p. 100 (PROJET FINAL), p. 112 (act. 7, 8), p. 113 (act. 9), p. 182 (act. 17)	<b>Intermediate</b> b) I can discover and explore a variety of entertainment sources representative of the target cultures.
p. 72 (act. 10), p. 123 (MINI-PROJET 1), p. 152 (act. 6a), p. 247 (MINI-PROJET 1), p. 233 (act. 2a, 2b, Culture), p. 236 (act. 4a, 4b, Culture), p. 238 (act. 6, 7), p. 239 (act. 8), p. 267 (MINI-PROJET 2), p. 268 (PROJET FINAL)	<b>Intermediate</b> c) I can identify current topics or events of interest within the target cultures.
p. 125 (Culture), p. 129 (act. 5a), p. 132 (act. 8, 9), p. 216 (act. 7, 8), p. 217 (act. 9, C'EST VOUS LES REPORTERS!)	<b>Intermediate</b> d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.