

Instructional Material Program: REPORTERS FRANCOPHONES 2

ACTFL's World-Readiness Standards for Learning Languages

LEVEL: NOVICE MID TO INTERMEDIATE LOW

GOAL AREA: COMMUNICATION

Communicate effectively in more than one language in order to function
in a variety of situations and for multiple purposes

Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

p. 0 (act. 1b), p. 5 (act. 4c), p. 8 (act. 8b), p. 9 (act. 9a), p. 12 (act. 13a, 13c), p. 13 (act. 14a, 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 16 (act. 20), p. 19 (Le jeu de l'oie), p. 21 (act. 1b), p. 25 (act. 4d, 4e, 5), p. 29 (act. 11), p. 30 (act. 12, 13), p. 31 (act. 14, 15), p. 33 (act. 16, 17, 18), p. 36 (act. 19, 20, 21, 22), p. 41 (act. 2e, 2f), p. 43 (act. 5, 6b), p. 45 (act. 9), 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. 24), p. 53 (act. 25a, 26), p. 56 (act. 27), p. 57 (Mini-projet 2), p. 61 (act. 3), p. 63 (act. 1b), p. 67 (act. 3c, 4c), p. 71 (act. 7d), p. 71 (act. 8b), p. 73 (act. 11), p. 74 (act. 12), p. 75 (act. 13, 14), p. 76 (act. 16), p. 77 (act. 17, 18), p. 80 (act. 19), p. 80 (act. 20, 21), p. 85 (2a, 2c, 3), p. 87 (act. 4d, 5), p. 89 (act. 8), p. 91 (act. 10, 11, 12, 13), p. 93 (act. 14, 15, 16), p. 94 (act. 19, 20), p. 95 (act. 21, 22, 23), p. 98 (act. 24, 25, 26), p. 103 (act. 2), p. 105 (act. 1b), p. 109 (act. 4d), p. 110 (act. 5c), p. 115 (act. 10, 11), p. 116 (act. 12, 13, 14), p. 117 (act. 15, 17), p. 119 (act. 19, 21, 22, 23), p. 122 (act. 24, 25, 26), p. 127 (act. 3), p. 131 (act. 6a, 6d), p. 135 (act. 10, 11, 12), p. 136 (act. 13, 14, 15), p. 137 (act. 16, 17), p. 140 (act. 20, 21, 22), p. 145 (act. 3), p. 147 (act. 1b), p. 150 (act. 4), p. 151 (act. 5d), p. 155 (act. 8c, 8d), p. 157 (act. 11), p. 159 (act. 12, 13, 14, 15), p. 160 (act. 16, 17, 18), p. 161 (act. 19, 20), p. 163 (act. 21, 22, 23, 24), p. 166 (act. 25), p. 166 (act. 26), p. 170 (act. 2c), p. 171 (act. 3c), p. 172 (act. 4a, 4b, 5), p. 173 (act. 6c), p. 176 (act. 9), p. 177 (act. 10, 11, 12), p. 179 (act. 13, 14, 15, 16), p. 182 (act. 17, 18, 19), p. 187 (act. 2), p. 189 (act. 1b), p. 193 (act. 4), p. 194 (act. 6c), p. 196 (act. 8e), p. 199 (act. 12), p. 200 (act. 13, 14), p. 201 (act. 16), p. 202 (act. 17, 18), p. 203 (act. 19, 21), p. 205 (act. 23, 24, 25), p. 208 (act. 26, 27), p. 213 (act. 4), p. 214 (act. 5c), p. 217 (act. 9), p. 218 (act. 10, 11), p. 219 (act. 12), p. 220 (act. 13, 14), p. 221 (act. 16, 17), p. 224 (act. 18, 19, 20, 21), p. 228 (act. 2), p. 235 (act. 3b, 3c, 3d), p. 237 (act. 4e, 5a, 5b), p. 240 (act. 9, 10), p. 241 (act. 11), p. 242 (act. 12, 13), p. 243 (act. 14, 15,

	<p>16), p. 246 (act. 17, 18), p. 250 (act. 2b, 2c), p. 251 (act. 4), p. 254 (act. 7d), p. 255 (act. 7e), p. 259 (act. 12, 13), p. 260 (act. 14, 15, 17, 18), p. 261 (act. 19, 20, 21, 22), p. 262 (act. 23), p. 263 (act. 24, 25, 26), p. 266 (act. 29, 30, 31), p. 271 (act. 2)</p>
<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>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 (act. 6a, Culture), p. 7 (act. 7a, 7b), p. 8 (act. 8a), p. 9 (act. 10b, 10c), p. 10 (act. 11a, 11b), p. 11 (act. 12a), p. 13 (act. 14b), p. 14 (act. 15a, 15b), p. 15 (act. 17a, 17b), p. 16 (act. 19), p. 17 (act. 21a, 21b, 22), p. 21 (act. 1a, 1b), p. 23 (act. 2a, 2b, 2c, Culture), p. 24 (act. 3a, 3b), p. 25 (act. 4a, 4b), p. 26 (act. 6a, 6b), p. 27 (act. 7b), p. 28 (act. 9), p. 39 (act. 1a, 1c, Culture), p. 41 (act. 2a, 2c, 2d, 3a), p. 42 (act. 4a, 4b), p. 44 (act. 7a), p. 45 (act. 7b, 7c, 8a, 8b), p. 46 (act. 10, 11), p. 48 (act. 16), p. 52 (act. 23), p. 53 (act. 25b, 26), p. 57 (MINI-PROJET 2), p. 61 (act. 1a), p. 63 (act. 1a, 1b), p. 65 (act. 2a, 2b, Culture), p. 67 (act. 3a, 3b, 4b), p. 68 (act. 5a), p. 69 (act. 6a), p. 70 (act. 7a, 7b, 7c), p. 71 (act. 7d, 8a), p. 72 (act. 9, 10), p. 76 (act. 15), p. 77 (act. 17), 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. 90 (act. 9), p. 93 (act. 16), p. 94 (act. 18 a, 18b), p. 102 (act. 1a), p. 103 (act. 1b), p. 105 (act. 1a, 1b), p. 107 (act. 2a, 2b, Culture), p. 108 (act. 3a), p. 109 (act. 3c, 4b, 4d), p. 110 (Culture), p. 111 (act. 6a, 6b, 6c), p. 112 (act. 7), p. 115 (act. 10), p. 119 (act. 20), p. 125 (act. 1a, 1b, 1c, Culture), p. 126 (act. 2a, 2b), p. 127 (act. 2c, 2f), p. 129 (act. 4a, 4b, 4c, 5a), p. 131 (act. 6b, 6c, 7a), p. 132 (act. 8, 9), p. 145 (act. 1a), p. 147 (act. 1a, 1b), p. 149 (act. 2a, 2b, Culture), p. 150 (act. 3a, 4), p. 151 (act. 5a, 5b, 5c), p. 152 (act. 6a, 6b), p. 153 (act. 6c, 7a, 7b), p. 154 (act. 8a), p. 156 (act. 9, 10), p. 159 (act. 12, 15), p. 160 (act. 18), p. 169 (act. 1a, 1b, Culture), p. 170 (act. 2b), p. 171 (act. 3b), p. 172 (act. 4a, 4b), p. 173 (act. 6a, 6b, 6d), p. 174 (act. 7, 8), p. 186 (act. 1a, 1b), p. 187 (act. 2), p. 189 (act. 1a, 1b), p. 191 (act. 2b, 2c, Culture), p. 192 (act. 3a, 3b), p. 193 (act. 5), p. 194 (act. 6a, 6b, 6c), p. 195 (act. 7a, 7b, 7c), p. 196 (act. 8a, 8b, 8c, 8d), p. 197 (act. 9a, 9c), p. 198 (act. 10), p. 203 (act. 20), p. 211 (1a, 1c, Culture), p. 212 (act. 2a, 2c), p. 213 (act. 3a, 3c), p. 214 (act. 5a), p. 215 (act. 6a, 6b, 6c), p. 216 (act. 7, 8), p. 217 (act. 9), p. 219 (act. 12), p. 221 (act. 15), p. 228 (act. 1a, 1b), p. 229 (act. 2), p. 231 (act. 1a, 1b), p. 233 (act. 2a, 2b, Culture), p. 235 (act. 3a, 3b), p. 236 (act. 4a, 4b, 4c, 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, 6b), p. 254 (act. 7a, 7b, 7d), p. 255 (act. 8a, 8b, 8c), p. 256 (act. 9, 10), p. 259 (act. 11), p. 260 (act. 16), p. 270 (act. 1a)</p>

<p>Presentational Communication: 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.</p>	<p>p. 6 (act. 6c), p. 29 (C'est vous les reporters!), p. 37 (Mini-projet 1), p. 47 (C'est vous les reporters!), p. 58 (Projet final), p. 61 (act. 2), p. 73 (C'est vous les reporters!), p. 81 (Mini-projet 1), p. 89 (C'est vous les reporters!), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 3), p. 113 (C'est vous les reporters!), p. 123 (Mini-projet 1), p. 125 (act. 1d), p. 129 (act. 4d), p. 133 (C'est vous les reporters!), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 145 (act. 2a, 2b), p. 157 (C'est vous les reporters!), p. 167 (Mini-projet 1), p. 170 (act. 2c), p. 183 (act. Mini-projet 2), p. 175 (C'est vous les reporters!), p. 184 (Projet final), p. 187 (act. 3), p. 199 (C'est vous les reporters!), p. 209 (Mini-projet 1), p. 217 (C'est vous les reporters!), p. 225 (act. Mini-projet 2), p. 226 (Projet final), p. 229 (act. 3), p. 239 (C'est vous les reporters!), p. 247 (act. Mini-projet 1), p. 257 (C'est vous les reporters!), p. 268 (Projet final), p. 271 (act. 3), p. 267 (C'est vous les reporters!)</p>
<p>GOAL AREA: CULTURES Interact with cultural competence and understanding</p>	
<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>p. 23 (Comparaison culturelle), p. 39 (1, a, b, Culture), p. 41 (3a) p. 63 (act. 1a), p. 71 (act. 8a), p. 107 (Comparaison culturelle), p. 108 (act. 3a), p. 149 (act. 2c), p. 156 (act. 10), p. 174 (act. 7, 8), p. 189 (act. 1a), p. 193 (act. 5), p. 231 (act. 1a, 1b), p. 238 (act. 6, 7)</p>
<p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>p. 0 (act. 1, 2), p. 6 (act. 6c), p. 11 (act. 11d), p. 21 (act. 1a), p. 28 (act. 10), p. 46 (act. 11), p. 88 (act. 7), p. 105 (act. 1a), p. 112 (act. 7, 8), p. 125 (act. 1d), p. 129 (act. 5a), p. 156 (act. 9, 10), p. 189 (act. 1a), p. 216 (act. 6, 7)</p>

GOAL AREA: CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations

<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>p. 4 (act. 4a), p. 28 (act. 10), p. 46 (act. 10, 11), p. 65 (Connexion: Géographie), p. 72 (act. 9, 10), p. 88 (act. 6, 7), p.112 (act. 7, 8), p. 131 (act. 7b), p. 132 (act. 8), p. 156 (act. 9, 10), p. 174 (act. 7, 8), p. 184 (Projet final), p. 198 (act. 10, 11), p. 211 (Connexion: Art), p. 216 (act. 7, 8), p. 238 (act. 6, 7), p. 256 (act. 10)</p>
<p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>p. 0 (act. 1a), p. 21 (act. 1a), p. 23 (Culture), p. 39 (Culture), p. 63 (act. 1a), p. 65 (Culture), p. 67 (act. 3a), p. 72 (act. 9, 10), p. 83 (Culture), p. 105 (act. 1a), p. 107 (Culture), p. 108 (act. 3a), p. 110 (Culture), p. 125 (Culture), p. 129 (act. 4c, Culture), p. 131 (act. 7a), p. 145 (act. 1), p. 147 (act. 1), p. 149 (Culture), p. 157 (act. 9, 11), p. 169 (Culture), p. 171 (act. 3b), p. 174 (act. 7, 8), p. 189 (act. 1a), p. 191 (Culture), p. 193 (act. 5), p. 198 (act. 10, 11), p. 231 (act. 1a, 1b), p. 233 (Culture), p. 236 (Culture), p. 238 (act. 7), p. 249 (Culture), p. 256 (act. 10)</p>

GOAL AREA: COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

<p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>p. 28 (act. 9), p. 39 (act. 1b), p. 46 (act. 10), p. 56 (act. 28), p. 67 (act. 3b), p. 173 (act. 6a)</p>
<p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>p. 23 (Comparaison culturelle), p. 39 (Comparaison culturelle), p. 41 (act. 2f, 3b), p. 46 (act. 12), p. 107 (Comparaison culturelle), p. 110 (Comparaison culturelle), p. 113 (C'est vous les reporters!), p. 125 (Comparaison culturelle), p. 129 (act. 5b), p. 175 (C'est vous les reporters!), p. 191 (Comparaison culturelle), p. 192 (act. 3c), p. 199 (act. 12), p. 239 (C'est vous les reporters!), p. 249 (Comparaison culturelle), p. 255 (act. 8d)</p>

GOAL AREA: COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

<p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>p. 0 (act. 1b), p. 5 (act. 4c), p. 8 (act. 8b), p. 9 (act. 9a, 9b), p. 12 (act. 13a, 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. 21 (act. 1b), p. 25 (act. 4e, 5), p. 29 (act. 11, C’est vous les reporters!), p. 36 (act. 19), p. 37 (Mini-projet 1), p. 41 (act. 2e, 2f), p. 43 (act. 5, 6b), p. 45 (act. 9), p. 47 (C’est vous les reporters!), p. 53 (act. 26), p. 56 (act. 27), p. 57 (Mini-projet 2), p. 58 (Projet final), p. 61 (act. 3), p. 67 (act. 3c, 4c), p. 71 (act. 8b), p. 73 (act. 11, C’est vous les reporters!), p. 80 (act. 19), p. 81 (Mini-projet 1), p. 85 (act. 2c, 3), p. 87 (act. 4d, 5), p. 89 (C’est vous les reporters!), p. 91 (act. 13), p. 95 (act. 22, 23), p. 98 (act. 24), p. 99 (act. Mini-projet 2), p. 103 (act. 2), p. 105 (act. 1b). 110 (act. 5c), p. 113 (C’est vous les reporters!), p. 117 (act. 17), p. 123 (Mini-projet 1), p. 127 (act. 3), p. 129 (act. 4d), p. 131 (act. 6a, 6d), p. 133 (C’est vous les reporters!), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 150 (act. 4), p. 151 (act. 5d), p. 155 (act. 8d), p. 157 (act. 11, C’est vous les reporters!), p. 160 (act. 18), p. 166 (act. 25), p. 170 (act. 2c), p. 171 (act. 3c), p. 172 (act. 4a, 5), p. 175 (C’est vous les reporters!), p. 182 (act. 17), p. 183 (mini- projet 2), p. 184 (Projet final), p. 193 (act. 4), p. 194 (act. 6c), p. 196 (act. 8e), p. 199 (C’est vous les reporters!), p. 209 (Mini-projet 1), p. 213 (act. 4), p. 214 (act. 5c), p. 217 (C’est vous les reporters!), p. 225 (Mini-projet 2), p. 226 (Projet final), p. 229 (act. 2), p. 235 (act. 3d), p. 237 (act. 4e, 5b), p. 239 (C’est vous les reporters!), p. 246 (act. 17), p. 247 (Mini-projet 1), p. 250 (act. 2b), p. 251 (act. 4), p. 257 (C’est vous les reporters!), p. 261 (act. 22), p. 267 (Mini-projet 2), p. 268 (Projet final), p. 271 (act. 2)</p>
<p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>p. 16 (act. 20), p. 19 (Le jeu de l’oie), p. 25 (act. 4e, 5), p. 36 (act. 19), p. 37 (Mini-projet 1), p. 43 (act. 5), p. 45 (act. 9), p. 56 (act. 27), p. 71 (act. 8b), p. 72 (act. 9, 10), p. 80 (act. 19), p. 81 (Mini-projet 1), p. 85 (act. 3), p. 87 (act. 5), p. 100 (Projet final), p. 122 (act. 24), p. 123 (Mini-projet 1), p. 140 (act.19), p. 166 (act. 25), p. 172 (act. 5), p. 182 (act. 17), p. 183 (mini- projet 2), p. 209 (Mini-projet 1), p. 246 (act. 17), p. 247 (Mini-projet 1), p. 267 (Mini-projet 2), p. 268 (Projet final)</p>