

Instructional Material Program: REPORTERS FRANCOPHONES 1

2020 New Jersey Student Learning Standards - World Languages (NJSL-S-WL)

PROFICIENCY LEVEL: NOVICE HIGH

INTERPRETIVE MODE OF COMMUNICATION	
<p>Novice High learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	
<p>CORE IDEA: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
Performance Expectations	Examples from the program
<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p>	<p>p. 85 (act. 1a, 1b), p. 107 (act. 2a), p. 125 (act. 1a), p. 128 (act. 6a, 6b), p. 149 (act. 2a), p. 155 (act. 10a), p. 169 (act. 1a), p. 172 (act. 5a, 5b), p. 191 (act. 2a), p. 213 (act. 7a, 7b), p. 233 (act. 2a, 2b), p. 235 (act. 5a, 5b), p. 239 (act. 12), p. 253 (act. 1a)</p>
<p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p>	<p>p. 23 (act. 2a), p. 41 (act. 1a), p. 42 (act. 3a), p. 44 (act. 7a, 7b, 7c), p. 60 (act. 1a, 1b, 1c), p. 69 (act. 7a), p. 70 (act. 9a, 9b), p. 86 (act. 2a, 2b), p. 128 (act. 6c), p. 131 (act. 9b), p. 144 (act. 1a, 1b), p. 145 (act. 1c, 1d), p. 155 (act. 10b, 10c, 10d, 10e), p. 193 (act. 5a, 5b, 5c), p. 228 (act. 1a, 1b), p. 235 (act. 5b), p. 270 (act. 1a, 1b, 1c)</p>
<p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p>	<p>p. 67 (act. 5a), p. 108 (act. 3a), p. 247 (act. 31)</p>

<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p>	<p>p. 24 (act. 3, 4a), p. 25 (act. 6a, 6b), p. 65 (act. 2a), p. 102 (act. 1c)</p>
<p>7.1.NM.IPRET.5: Identify some unique linguistic elements in the target culture.</p>	<p>p. 2 (act. 2a), p. 3 (act. 3), p. 5 (act. 5a), p. 15 (act. 12), p. 24 (act. 4b), p. 31 (act. 12), p. 33 (act. 18), p. 43 (act. 6b), p. 48 (act. 14), p. 53 (act. 27), p. 77 (act. 23), p. 78 (act. 25), p. 108 (act. 3b), p. 110 (act. 5d), p. 117 (act. 21), p. 118 (act. 25), p. 134 (act. 13), p. 135 (act. 15), p. 136 (act. 16), p. 151 (act. 4d), p. 159 (act. 17), p. 161 (act. 20, 21, 23), p. 170 (act. 2b), p. 176 (act. 12), p. 178 (act. 19), p. 194 (act. 6b), p. 199 (act. 14), p. 203 (act. 24), p. 220 (act. 19), p. 228 (act. 1c), p. 238 (act. 11c), p. 242 (act. 18, 20), p. 244 (act. 23), p. 246 (act. 26, 29), p. 254 (act. 2b)</p>
<p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p>	<p>p. 13 (act. 9, 10), p. 23 (2b, Culture), p. 24 (act. 4b), p. 41 (act. 1a, 1b, 1c, Culture), p. 46 (act. 10, 11), p. 70 (act. 10a), p. 71 (act. 11a, 11b), p. 87 (act. 5a), p. 88 (act. 6a, 7a), p. 112 (act. 10), p. 125 (act. Culture), p. 131 (act. Culture), p. 156 (act. 12), p. 157 (act. 14), p. 174 (act. 9, 11), p. 195 (act. 7a, 7b), p. 210 (act. 3a), p. 212 (act. Culture), p. 216 (act. 12), p. 235 (act. Culture), p. 253 (act. Culture), p. 257 (act. 9a), p. 270 (act. 1a, 1b, 1c)</p>
<p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p>	<p>p. 8 (act. 6), p. 23 (act. 2b), p. 21 (act. 1a), p. 24 (act. 4a), p. 27 (act. 7a), p. 28 (act. 9, 10), p. 41 (act. 1b), p. 42 (act. 2a, 2b), p. 45 (act. 8), p. 63 (act. 1a, 1b), p. 65 (act. 2b, 2c), p. 66 (act. 3b), p. 67 (act. 5b, 5c), p. 68 (act. 6a), p. 71 (act. 11a, 11b), p. 72 (act. 12, 13), p. 76 (act. 20), p. 85 (act. 1c), p. 86 (act. 2c), p. 88 (act. 7a, 7b), p. 89 (act. 8a), p. 90 (act. 10, 11), p. 91 (act. 12), p. 93 (act. 16a, 16b, 17), p. 95 (act. 25), p. 102 (act. 1a, 1b, 1c), p. 105 (act. 1a, 1b), p. 107 (act. 2b, 2c, Culture), p. 109 (act. 4a, 4b), p. 110 (act. 5a, 5b), p. 111 (act. 6), p. 112 (act. 9, 10, 11, 12), p. 116 (act. 18), p. 125 (act. 1b, 1c, Culture), p. 126 (act. 2a), p. 127 (act. 5a, 5b), p. 129 (act. 7a, Culture), p. 130 (act. 8, Culture), p. 131 (act. 9a), p. 132 (act. 10, 11), p. 133 (act. 12), p. 145 (act. 2), p. 147 (act. 1a, 1b, 1c), p. 149 (act. 2a, 2b, 2c, Culture), p. 150 (act. 3a, 3b), p. 151 (act. 4a, 4b), p. 152 (act. 6a, 6c), p. 153 (act. 7a, 7b), p. 154 (act. 9a, 9b), p. 156 (act. 11, 12), p. 157 (act. 13, 14), p. 169 (act. 1b, Culture), p. 170 (act. 2a, 2c), p. 171 (act. 3a), p. 173 (act. 6, 7), p. 174 (act. 9, 10, 11), p. 177 (act. 17), p. 186 (act. 1a, 1b, 1c), p. 189 (act. 1a), p. 191 (act. 2b, 2c, Culture), p. 192 (act. 3), p. 194 (act. 6a), p. 196 (act. 9, 10), p. 209 (act. 1a, 1b, Culture), p. 210 (act. 2a,</p>

	<p>2b, 2c, 3a, 3b), p. 211 (act. 4), p. 212 (act. 6a, 6b), p. 213 (7c, Culture), p. 214 (act. 8), p. 215 (act. 9a, 9b, 9c), p. 216 (act. 11, 12), p. 217 (act. 13), p. 221 (act. 22), p. 231 (act. 1a, 1b), p. 233 (act. 2c, Culture), p. 234 (act. 3a, 3c), p. 235 (act. 6a, 6b), p. 236 (act. 8a), p. 237 (act. 8b, 8c, 10a, 10b), p. 238 (act. 11a, 11b), p. 239 (act. 11d), p. 240 (act. 14, 15, 16), p. 241 (act. 17), p. 243 (act. 21), p. 253 (act. 1b, 1c, Culture), p. 254 (act. 2a), p. 255 (act. 4a, 4b, 4c, 4d), p. 256 (act. 6a, 6b, 6c), p. 257 (act. 7, 9a, 9b), p. 258 (act. 10, 11), p. 259 (act. 12, 13)</p>
<p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>	
<p>INTERPERSONAL MODE OF COMMUNICATION</p> <p>Novice High learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	
<p>CORE IDEA: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
<p>Performance Expectations</p>	<p>Examples from the program</p>
<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>	<p>p. 0 (act. 1), p. 4 (act. 4), p. 5 (act. 5b), p. 10 (act. 7), p. 11 (act. 8), p. 14 (act. 11), p. 21 (act. 1b), p. 23 (act. 2a), p. 25 (act. 5b, 6a, 6b), p. 27 (act. 7a, 7b, 8b, 8c), p. 31 (act. 11, 12), p. 32 (act. 13, 14, 15, 16), p. 33 (act. 17, 18), p. 34 (act. 19, 20, 21, 22), p. 35 (act. 23, 24), p. 37 (act. 25), p. 41 (act. 1a, 1c), p. 43 (act. 4), p. 43 (act. 5, 6a, 6b), p. 44 (act. 7a, 7c, 7d), p. 45 (act. 9), p. 47 (act. 12), p. 48 (act. 13, 14), p. 49 (act. 15), p. 50 (act. 16, 17, 18, 19), p. 51 (act. 20, 21), p. 52 (act. 23, 24, 25), p. 53 (act. 26, 27, 28), p. 56 (act. 29), p. 58 (act. Projet final), p. 63 (act. 1b), p. 65 (act. 2c), p. 66 (act. 4), p. 67 (act. 5a, 5d), p. 68 (act. 6a, 6b), p. 69 (act. 7b, 7c, 8), p. 70 (act. 9b, 10a, 10b), p. 71 (act. 11a, 11c), p. 74 (act. 14, 15, 16), p. 75 (act. 17, 18), p. 76 (act. 19, 20, 21, 22), p. 77 (act. 23, 24), p. 78 (act. 25, 26, 27, 28), p. 79 (act. 29, 30), p. 82 (act. 32), p. 85 (act. 1a, 1d), p. 86 (act. 2c), p. 87 (act. 5a, 5b), p. 88 (act. 7a, 7b), p. 89</p>

	<p>(act. 9), p. 95 (act. 22, 23, 24), p. 96 (act. 26), p. 105 (act. 1b), p. 108 (act. 3a, 3b), p. 109 (act. 4b, 4c), p. 110 (act. 5b, 5c, 5d, 5e), p. 111 (act. 7, 8b), p. 115 (act. 14, 15, 16), p. 116 (act. 17, 18, 19, 20), p. 117 (act. 21), p. 118 (act. 22, 23, 24, 25, 26), p. 119 (act. 27, 28, 29, 30), p. 121 (act. 31), p. 125 (act. 1a), p. 126 (act. 3), p. 128 (act. 6d), p. 129 (act. 7c), p. 131 (act. 9a, 9c, 9d), p. 132 (act. 11), p. 133 (act. 12), p. 134 (act. 13), p. 135 (act. 14, 15), p. 136 (act. 16, 17), p. 137 (act. 18, 19, 20), p. 140 (act. 21), p. 144 (act. 1a, 1b), p. 145 (act. 2), p. 147 (act. 1c), p. 149 (act. 2a, 2c), p. 150 (act. 3c), p. 151 (act. 4d), p. 152 (act. 6a, 6b), p. 153 (act. 7a, 8), p. 155 (act. 10a, 10b, 10c), p. 157 (act. 13, 14), p. 158 (act. 15, 16), p. 159 (act. 17, 18, 19), p. 161 (act. 20, 21, 22, 23), p. 163 (act. 26, 27, 28), p. 166 (act. 29), p. 172 (act. 5a, 5b, 5c, 5d), p. 176 (act. 12, 13, 14, 15), p. 177 (act. 16, 17, 18), p. 178 (act. 19), p. 179 (act. 20, 21, 22, 23, 24), p. 182 (act. 25), p. 192 (act. 4), p. 193 (act. 5b, 5d), p. 195 (act. 7c, 8), p. 198 (act. 12), p. 199 (act. 13, 14), p. 200 (act. 15, 16, 17), p. 201 (act. 18, 19), p. 202 (act. 21, 22, 23), p. 203 (act. 24, 25, 26), p. 206 (act. 27), p. 212 (act. 6a, Culture), p. 215 (act. 10), p. 218 (act. 14, 15), p. 221 (act. 22, 23, 24), p. 224 (act. 25), p. 231 (act. 1b), p. 233 (act. 2d), p. 234 (act. 3c, 4), p. 236 (act. 8a), p. 237 (act. 9), p. 239 (act. 13), p. 241 (act. 17), p. 242 (act. 18, 19, 20), p. 243 (act. 21, 22), p. 244 (act. 23, 24), p. 245 (act. 25), p. 246 (act. 26, 27, 28a, 28b, 29), p. 247 (act. 30, 31), p. 254 (act. 3), p. 255 (act. 5), p. 256 (act. 6b, 6c), p. 257 (act. 6d, 9b), p. 260 (act. 14), p. 263 (act. 21, 22), p. 266 (act. 24), p. 271 (act. 2)</p>
<p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>p. 212 (act. 6a, 6c), p. 219 (act. 18), p. 220 (act. 19, 20, 21), p. 225 (act. Mon lexique), p. 229 (act. 3)</p>
<p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>	<p>p. 8 (act. 6), p. 17 (act. 13), p. 42 (act. 3b, 3c), p. 61 (act. 2), p. 66 (act. 3c), p. 86 (act. 2b), p. 87 (act. 3a, 3b, 3c, 4), p. 88 (act. 6b, 6c), p. 89 (act. 8b, 9), p. 91 (act. 12), p. 92 (act. 13, 14, 15), p. 93 (act. 16a, 16b, 17, 18), p. 94 (act. 19-21), p. 95 (act. 25), p. 99 (act. Mini-projet 2), p. 102 (act. 1c), p. 103 (act. 2), p. 112 (act. 11, 12), p. 126 (act. 2b, 4), p. 127 (act. 5b, 5c), p. 131 (act. 9b), p. 145 (act. 1c), p. 149 (act. 2d), p. 151 (act. 4c, 5a, 5b), p. 153 (act. 7c), p. 154 (act. 9b), p. 155 (act. 10d), p. 162 (act. 24, 25), p. 169 (act. 1c), p. 171 (act. 3b, 4), p. 187 (act. 3), p. 189 (act. 1b), p. 201 (act. 20), p. 217 (act. 13), p. 219 (act. 16, 17), p. 225 (act. Mini-projet 2), p. 256 (act. 6a), p. 257 (act. 8a), p. 261 (act. 15, 16, 17), p. 262 (act. 18, 19, 20), p. 263 (act. 23)</p>

<p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p>	<p>p. 250 (act. 32)</p>
<p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>	<p>p. 2 (act. 2a, 2b), p. 3 (act. 3), p. 5 (act. 5a, 5b), p. 15 (act. 12), p. 25 (act. 5a), p. 38 (act. 26, 27, 28), p. 45 (act. 9), p. 56 (act. 30, 31, 32), p. 82 (act. 33, 34, 35), p. 98 (act. 27, 28, 29, 30, 31), p. 115 (act. 13), p. 122 (act. 32, 33, 34, 35, 36), p. 140 (act. 22, 23), p. 166 (act. 30, 31), p. 182 (act. 26, 27, 28), p. 206 (act. 28, 29), p. 211 (act. 5), p. 215 (act. 10), p. 224 (act. 26), p. 250 (act. 33), p. 255 (act. 5), p. 257 (act. 8b), p. 266 (act. 25, 26, 27a, 27b), p. 267 (act. Mini-projet 2)</p>
<p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>	

PRESENTATIONAL MODE OF COMMUNICATION

Novice High learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

CORE IDEA :Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations	Examples from the program
<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p>	<p>p. 27 (act. 7c, 8a), p. 29 (act. C'est vous les reporters!), p. 43 (act. 6c), p. 57 (act. Mini-projet 2), p. 58 (act. Projet final), p. 61 (act. 3), p. 73 (act. C'est vous les reporters!), p. 83 (act. Mini-projet 1), p. 99 (act. Mini-projet 2), p. 100 (act. Projet final), p. 103 (act. 3), p. 123 (act. Mini-projet 1), p. 133 (act. C'est vous les reporters!), p. 141 (act. Mini-projet 2), p. 142 (act. Projet final), p. 145 (act. 2, 3), p. 167 (act. Mini-projet 1), p. 175 (act. C'est vous les reporters!), p. 183 (act. Mini-projet 2), p. 184 (act. Projet final), p. 187 (act. 2), p. 194 (act. 6c), p. 217</p>

	(act. C'est vous les reporters!), p. 220 (act. 21), p. 229 (act. 2), p. 235 (act. 7), p. 241 (act. C'est vous les reporters!), p. 251 (act. Mini-projet 1), p. 259 (act. C'est vous les reporters!), p. 263 (act. 23), p. 268 (act. Projet final)
7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.	p. 220 (act. 20, 21)
7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	p. 39 (act. Mini-projet 1), p. 58 (act. Projet final), p. 215 (act. 10), p. 225 (act. Mini-projet 2), p. 267 (act. Mini-projet 2)
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.	p. 27 (act. 7c, 8a), p. 29 (act. C'est vous les reporters!), p. 47 (act. C'est vous les reporters!), p. 69 (act. 7b, 7c), p. 91 (act. C'est vous les reporters!), p. 113 (act. C'est vous les reporters!), p. 129 (act. 7b), p. 157 (act. C'est vous les reporters!), p. 173 (act. 8), p. 175 (act. C'est vous les reporters!), p. 194 (act. 6c), p. 197 (act. C'est vous les reporters!), p. 207 (act. Mini-projet 1), p. 215 (act. 10), p. 226 (act. Projet final), p. 241 (act. C'est vous les reporters!), p. 268 (act. Projet final), p. 271 (act. 3)
7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	

INTERCULTURAL STATEMENTS

Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Communities	p. 23 (act. 2b, Culture), p. 25 (act. 6a, 6b), p. 41 (act. Culture), p. 46 (act. 10, 11), p. 47 (act. C'est vous les reporters!), p. 65 (act. 2a, 2b, Culture), p. 85 (act. Culture), p. 89 (act. Culture), p. 91 (act. C'est vous les reporters!), p. 99 (act. Mini-projet 2), p. 112 (act. 9, 10, 11, 12), p. 125 (act. 1b, 1c, Culture), p. 132 (act. 10, 11), p. 131 (act. Culture), p. 133 (act. 12, C'est vous les reporters!), p. 153 (act. 7a, 7b), p. 154 (act. 9a, 9b), p. 155 (act. 10b, 10c, 10d, 10e), p. 157 (act. 13), p. 169 (act. 1a, 1b, 1c, Culture), p. 172 (act. 5c, 5d), p. 174 (act. 9, 11), p. 183 (act. Mini-projet 2), p. 184 (act. Projet final), p. 186 (act. 1c), p. 187 (act. 2), p. 189 (act. 1a, 1b), p. 191 (act. 2a, 2b, 2c, Culture), p. 195 (act. 8), p. 196 (act. 9, 10), p. 197 (act. 11, C'est vous les reporters!), p. 209 (act. 1a-b, Culture), p. 210 (act. 3a, 3b), p. 213 (act. 7b, Culture), p. 216 (act. 11, 12), p. 217 (act. 13, C'est vous les reporters!), p. 226 (act. Projet final), p. 251 (act. Mini-projet 1), p. 253 (act. 1a, Culture), p. 257 (act. 9a, 9b), p. 259 (act. 12)
Animals and their habitats	p. 0 (act. 1), p. 88 (act. 6a, 6b, 6c, 7a, 7b), p. 89 (act. 8a, 8b, Culture), p. 90 (act. 10, 11), p. 91 (act. 12, C'est vous les reporters!)
Technology	p. 87 (act. 5a, 5b), p. 235 (act. 5a, 5b, Culture), p. 237 (act. 10a)
Geography	p. 0 (act. 1), p. 5 (act. 5a, 5b), p. 17 (act. 13), p. 21 (act. 1a, 1b), p. 50 (act. 19), p. 63 (act. 1a, 1b), p. 66 (act. 3a, 3b, 3c, 4), p. 67 (act. 5a, 5b, 5c, 5d), p. 70 (act. 10a, 10b), p. 72 (act. 12, 13), p. 76 (act. 21, 22), p. 82 (act. 32), p. 105 (act. 1a, 1b), p. 112 (act. 9, 10, 11, 12), p. 113 (act. C'est vous les reporters!), p. 147 (act. 1a, 1b, 1c), p. 186 (act. 1a, 1b, 1c), p. 189 (act. 1a, 1b)
Climate	
Fine and performing arts	p. 0 (act. 1), p. 27 (act. 7a, 7b), p. 28 (act. 9, 10), p. 29 (act. C'est vous les reporters!), p. 32 (act. 16), p. 39 (act. Mini-projet 1), p. 58 (act. Projet final), p. 69 (act. 7a, 7b), p. 85 (act. 1a, 1c, 1d, Culture), p. 100 (act. Projet-final), p. 107 (act. 2a, 2b, 2c, Culture), p. 111 (act. 8a, 8b), p. 128 (act. 6a, 6b, 6c, 6d), p. 129 (act. 7a, 7b, 7c, Culture), p. 142 (act. Projet final), p. 234 (act. 3a), p. 240 (act. 14, 15, 16), p. 241 (act. 17, C'est vous les reporters!)

INTERCULTURAL STATEMENTS

Learners recognize and identify a few typical practices of the target culture.

Communities life	p. 13 (act. 9, 10), p. 23 (act. 2a, 2b, Culture), p. 24 (act. 4b), p. 25 (act. 6a), p. 41 (act. 1a, 1b, 1c, Culture), p. 46 (act. 10, 11), p. 47 (act. 12), p. 70 (act. 10a), p. 88 (act. 6a, 7a), p. 89 (act. Culture), p. 112 (act. 10), p. 125 (act. Culture), p. 156 (act. 12), p. 157 (act. 14), p. 169 (act. 1a, Culture), p. 173 (act. 6, 7), p. 174 (act. 9), p. 194 (act. 6a), p. 195 (act. 7a, 7b), p. 210 (act. 3a), p. 213 (act. 7a, Culture), p. 216 (act. 12), p. 217 (act. 13), p. 226 (act. Projet final), p. 233 (act. 2a, 2b, Culture), p. 234 (act. 3a, 3c), p. 236 (act. 8a), p. 237 (act. 8b, 8c), p. 240 (act. 14, 15, 16), p. 253 (act. Culture), p. 257 (act. 9a), p. 258 (act. 11), p. 270 (act. 1a, 1b, 1c)
Reasons and patterns of animal migration	
Changes to human life because of technology	p. 87 (act. 5a, 5b), p. 235 (act. 5b)
Impact of geography on individuals	
The outcomes of climate change on the target people	
Reflection of a society in its fine and practical arts	p. 128 (act. 6a, 6b, 6c), p. 129 (act. Culture)