



REPORTERS FRANCOPHONES 1

LEVEL: NOVICE LOW TO NOVICE HIGH

ACTFL World-Readiness Standards

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.

C'EST PARTII! p. 8 (act. 6), p. 10 (act. 7), p. 11 (act. 8), p. 14 (act. 11)

UNITÉ 1: p. 25 (act. 5a, 5b), p. 27 (act. 7b), p. 39 (act. MINI-PROJECT 1), p. 42 (act. 3b), p. 43 (act. 4), p. 44 (act. 7a, 7d), p. 45 (act. 9), p. 47 (act. 12), p. 52 (act. 25), p. 58 (act. PROJECT FINAL), p. 61 (act. 2)

UNITÉ 2: p. 66 (act. 3c, 4), p. 69 (act. 8), p. 87 (act. 3a), p. 88 (act. 6b, 6c), p. 94 (act. 20), p. 103 (act. 2)

UNITÉ 3: p. 111 (act. 8b), p. 112 (act. 12), p. 126 (act. 2b, 3, 4), p. 137 (act. 20)

UNITÉ 4: p. 146 (act. 2), p. 151 (act. 4c), p. 151 (act. 5b), p. 154 (act. 9b), p. 155 (act. 10b), p. 157 (act. 13), p. 163 (act. 28), p. 171 (act. 4), p. 179 (act. 24), p. 182 (act. Jeu), p. 187 (act. 3)

UNITÉ 5: p. 192 (act. 4), p. 195 (act. 8), p. 201 (act. 20), p. 211 (act. 5), p. 215 (act. 10), p. 220 (act. 21), p. 225 (act. MINI-PROJECT 2), p. 226 (act. PROJECT FINAL), p. 229 (act. 3)

UNITÉ 6: p. 233 (act. 2d), p. 234 (act. 4), p. 239 (act. 13), p. 242 (act. 20), p. 254 (act. 3), p. 255 (act. 5a / b), p. 257 (act. 8b), p. 267 (act. MINI-PROJECT 2), p. 271 (act. 2)

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

C'EST PARTII! p. 4 (act. 4), p. 13 (act. 9, 10)

UNITÉ 1: p. 21 (act. 1a, 1b), p. 23 (act. 2a, Culture), p. 24 (act. 3, 4a), p. 24 (act. 4b), p. 27 (act. 7a), p. 28 (act. 9, 10), p. 29 (act. C'est vous les reporters!), p. 34 (act. 22), p. 41 (act. 1a, 1b), p. 42 (act. 2b, 3a), p. 43 (act. 6a, 6b), p. 44 (act. 7a-c), p. 45 (act. 8), p. 46 (act. 10, 11), p. 47 (act. 12), p. 56 (act. 29), p. 60 (act. 1a-c)

UNITÉ 2: p. 63 (act. 1a, 1b), p. 65 (act. Culture, 2b, 2c), p. 66 (act. 3a, 3b), p. 67 (act. 5a-c), p. 68 (act. 6a), p. 69 (act. 7a), p. 70 (act. 9a, 9b, 10a), p. 71 (act. 11a, 11b), p. 72 (act. 12, 13), p. 73 (act. C'est vous les reporters!), p. 82 (act. 32), p. 85 (act. Culture, 1b, 1c), p. 86 (act. 2a), p. 88 (act. 6a), p. 89 (act. Culture, 9), p. 90 (act. 10, 11), p. 91 (act. 12), p. 93 (act. 16a, b, 17), p. 102 (act. 1a), p. 102 (act. 1b, 1c)

UNITÉ 3: p. 105 (act. 1a, 1b), p. 107 (act. Culture, 2b, c), p. 108 (act. 3a), p. 109 (act. 4a), p. 110 (act. 5a, 5b, 5d), p. 111 (act. 6, 7), p. 112 (act. 9-11), p. 116 (act. 20), p. 118 (act. 25), p. 121 (act. 31), p. 125 (act. Culture, 1b, 1c), p. 126 (act. 2a, 2b), p. 127 (act. 5a 5b), p. 128 (act. 6a-c), p. 129 (act. Culture), p. 130 (act. Culture), p. 131 (act. Culture, 9b), p. 132 (act. 10, 11), p. 133 (act. 12), p. 144 (act. 1a, 1b), p. 145 (act. 1c, 1d)

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- UNITÉ 4:** p. 147 (act. 1a-c), p. 149 (act. Culture, 2b-d), p. 150 (act. 3a, 3b), p. 151 (act. 4a, 4b, 4d), p. 152 (act. 6a, 6c), p. 153 (act. 7a, 7b, 8), p. 154 (act. 9a, 9b), p. 155 (act. 10a, 10c), p. 156 (act. 11, 12), p. 161 (act. 23), p. 166 (act. 29), p. 169 (act. Culture, 1b, 1c), p. 170 (act. 2a-c), p. 171 (act. 3a, 3b), p. 172 (act. 5a, 5b), p. 173 (act. 6, 7), p. 174 (act. 9-11), p. 179 (act. 22), p. 186 (act. 1a, 1b)
- UNITÉ 5:** p. 189 (act. 1a), p. 191 (act. 2a, Culture, 2c), p. 192 (act. 3), p. 193 (act. 5a, 5b), p. 194 (act. 6a, 6b), p. 195 (act. 7a-c), p. 196 (act. 9, 10), p. 198 (act. 12), p. 199 (act. 14), p. 206 (act. 27), p. 209 (act. Culture, 1b), p. 210 (act. 2a-c, 3a, 3b), p. 211 (act. 4), p. 212 (act. 6a, 6b), p. 213 (act. 7a, Culture, 7c), p. 214 (act. 8), p. 215 (act. 9a-c, 10), p. 216 (act. 11, 12), p. 220 (act. 19), p. 221 (act. 22), p. 228 (act. 1)
- UNITÉ 6:** p. 231 (act. 1a, 1b), p. 233 (act. Culture, 2b, 2c), p. 234 (act. 3a), p. 235 (act. Culture, 5b, 6a), p. 236 (act. 8a), p. 237 (act. 8b, 8c, 9J), p. 237 (act. 10a), p. 238 (act. 11a-c), p. 239 (act. 11d, Culture), p. 240 (act. 14-16), p. 241 (act. 17), p. 242 (act. 20), p. 243 (act. 21, 22), p. 246 (act. 29), p. 247 (act. 31), p. 253 (act. Culture, 1b, 1c), p. 254 (act. 2a), p. 255 (act. 4a, 4b, 4c), p. 255 (act. 4d), p. 256 (act. 6a), p. 257 (act. 7, 9a), p. 258 (act. 10, 11), p. 259 (act. 12, 13), p. 270 (act. 1a-c)

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.

C'EST PARTII: p. 17 (act. 13)

- UNITÉ 1:** p. 41 (act. 1c), p. 42 (act. 2a, 2b), p. 42 (act. 3a, 3c), p. 43 (act. 5, 6c), p. 44 (act. 7c), p. 45 (act. 8), p. 57 (act. MINI-PROJECT 2), p. 58 (act. PROJECT FINAL), p. 61 (act. 3)
- UNITÉ 2:** p. 66 (act. 3c), p. 67 (act. 5d), p. 69 (act. 7b, 7c), p. 71 (act. 11c), p. 73 (act. C'est vous les reporters!), p. 75 (act. 18), p. 78 (act. 28), p. 79 (act. 31), p. 83 (act. MINI-PROJECT 1), p. 86 (act. 2b), p. 87 (act. 3b, 3c, 4), p. 89 (act. 8b), p. 91 (act. C'est vous les reporters!), p. 94 (act. 19), p. 95 (act. 25), p. 96 (act. 26), p. 99 (act. MINI-PROJECT 2), p. 100 (act. PROJECT FINAL), p. 103 (act. 3)
- UNITÉ 3:** p. 109 (act. 4b, 4c), p. 110 (act. 5c), p. 111 (act. 8a), p. 113 (act. C'est vous les reporters!), p. 116 (act. 19, 20), p. 119 (act. 29, 30), p. 123 (act. MINI-PROJECT 1), p. 127 (act. 5c), p. 128 (act. 6d), p. 129 (act. 7b, 7c), p. 130 (act. Culture), p. 131 (act. Culture, 9c, 9d), p. 133 (act. 12, C'est vous les reporters!), p. 137 (act. 19), p. 141 (act. MINI-PROJECT 2), p. 142 (act. PROJECT FINAL)
- UNITÉ 4:** p. 147 (act. 3), p. 149 (act. 2d), p. 150 (act. 3c), p. 151 (act. 5a), p. 152 (act. 6b), p. 153 (act. 7b, 7c), p. 155 (act. 10b, 10d, 10e), p. 157 (act. 14, C'est vous les reporters!), p. 163 (act. 28), p. 167 (act. MINI-PROJECT 1), p. 169 (act. 1c), p. 171 (act. 3b), p. 172 (act. 5c, 5d), p. 173 (act. 8), p. 175 (act. C'est vous les reporters!), p. 176 (act. 15), p. 177 (act. 18), p. 179 (act. 22, 23), p. 183 (act. MINI-PROJECT 2), p. 184 (act. PROJECT FINAL), p. 187 (act. 2)
- UNITÉ 5:** p. 189 (act. 1b), p. 193 (act. 5c, 5d), p. 194 (act. 6c), p. 197 (act. 11, c'est vous les reporters!), p. 198 (act. 12), p. 199 (act. 14), p. 200 (act. 17), p. 201 (act. 20), p. 202 (act. 23), p. 203 (act. 26), p. 207 (act. MINI-PROJECT 1), p. 212 (act. Culture), p. 215 (act. 10), p. 217 (act. 13, c'est vous les reporters!), p. 219 (act. 17), p. 220 (act. 19, 21), p. 221 (act. 24), p. 226 (act. PROJECT FINAL), p. 229 (act. 2)
- UNITÉ 6:** p. 233 (act. Culture), p. 234 (act. 3c), p. 235 (act. 6b), p. 235 (act. 7), p. 237 (act. 9Jeu), p. 237 (act. 10b), p. 241 (act. C'est vous les reporters!), p. 242 (act. 20), p. 243 (act. 22), p. 247 (act. 31), p. 250 (act. 32), p. 251 (act. MINI-PROJECT 1), p. 253 (act. 1c), p. 256 (act. 6a), p. 257 (act. 6d, 8a, 9b), p. 259 (act. C'est vous les reporters!), p. 261 (act. 17), p. 263 (act. 23), p. 266 (act. 24), p. 268 (act. PROJECT FINAL), p. 271 (act. 3)

GOAL AREA: CULTURES

Interact with cultural competence and understanding

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.

C'EST PARTI!: p. 13 (act. 10)

UNITÉ 1: p. 21 (act. 1a, 1b), p. 23 (act. Culture), p. 24 (act. 4b), p. 25 (act. 5b, 6a), p. 39 (act. MINI-PROJECT 1), p. 41 (act. 1a, 1c), p. 47 (act. 12), p. 58 (act. PROJECT FINAL)

UNITÉ 2: p. 63 (act. 1a, 1b), p. 71 (act. 11a), p. 102 (act. 1c)

UNITÉ 3: p. 105 (act. 1a, 1b)

UNITÉ 4: p. 147 (act. 1a-c), p. 156 (act. 12), p. 169 (act. Culture), p. 173 (act. 7)

UNITÉ 5: p. 189 (act. 1a, 1b), p. 195 (act. 8), p. 209 (act. Culture), p. 211 (act. 5), p. 213 (act. Culture)

UNITÉ 6: p. 231 (act. 1a, 1b), p. 235 (act. 5b), p. 237 (act. 10a), p. 241 (act. 17, C'est vous les reporters!), p. 253 (act. Culture), p. 257 (act. 9a), p. 270 (act. 1a-c)

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.

UNITÉ 1: p. 41 (act. 1a), p. 41 (act. 1c), p. 46 (act. 11), p. 47 (act. 12)

UNITÉ 2: p. 63 (act. 1a, 1b)

UNITÉ 3: p. 105 (act. 1a, 1b)

UNITÉ 4: p. 147 (act. 1a-c)

UNITÉ 5: p. 189 (act. 1a, 1b), p. 209 (act. Culture, 1b), p. 213 (act. Culture)

UNITÉ 6: p. 231 (act. 1a, 1b), p. 235 (act. 5b), p. 237 (act. 10a), p. 241 (act. 17, c'est vous les reporters!), p. 253 (act. Culture), p. 257 (act. 9a), p. 270 (act. 1a-c)

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

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.

UNITÉ 1: p. 23 (act. Culture), p. 39 (act. MINI-PROJECT 1), p. 43 (act. 4, 5)

UNITÉ 2: p. 66 (act. 3a), p. 67 (act. 5a-d), p. 70 (act. 10b), p. 100 (act. PROJECT FINAL)

UNITÉ 3: p. 128 (act. 6c, 6d), p. 129 (act. Culture, 7b, 7c), p. 130 (act. Culture), p. 142 (act. PROJECT FINAL)

UNITÉ 4: p. 169 (act. Culture), p. 173 (act. 6)

UNITÉ 5: p. 192 (act. 3), p. 193 (act. 5a), p. 207 (act. MINI-PROJECT 1), p. 209 (act. Culture), p. 212 (act. Culture)

UNITÉ 6: p. 234 (act. 3a), p. 237 (act. 10b), p. 253 (act. Culture), p. 257 (act. 7), p. 267 (act. MINI-PROJECT 2)

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

UNITÉ 1: p. 58 (act. PROJECT FINAL)

UNITÉ 2: p. 83 (act. MINI-PROJECT 1)

UNITÉ 5: p. 197 (act. 11), p. 210 (act. 3b)

GOAL AREA: COMPARISONS

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

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.

C'EST PARTI!: p. 4 (act. 4), p. 13 (act. 10)

UNITÉ 1: p. 41 (act. 1b), p. 43 (act. 6b)

UNITÉ 3: p. 108 (act. 3b), p. 110 (act. 5d)

UNITÉ 4: p. 170 (act. 2b)

UNITÉ 5: p. 194 (act. 6b)

UNITÉ 6: p. 234 (act. 3b), p. 238 (act. 11c), p. 254 (act. 2b), p. 256 (act. 6b, 6c)

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.

UNITÉ 1: p. 21 (act. 1a, 1b), p. 23 (act. Culture), p. 25 (act. 6b), p. 26 (act. 26)

UNITÉ 2: p. 65 (act. Culture), p. 87 (act. 5b), p. 88 (act. 6a, 7b), p. 89 (act. Culture)

UNITÉ 3: p. 107 (act. Culture), p. 125 (act. Culture), p. 129 (act. Culture), p. 131 (act. Culture)

UNITÉ 4: p. 149 (act. Culture), p. 152 (act. 6b), p. 153 (act. 7a-c), p. 154 (act. 9a, 9b), p. 155 (act. 10e), p. 157 (act. 13, 14), p. 169 (act. Culture), p. 184 (act. PROJECT FINAL)

UNITÉ 5: p. 191 (act. Culture), p. 195 (act. 8), p. 197 (act. 11, c'est vous les reporters!), p. 209 (act. Culture), p. 210 (act. 3b), p. 213 (act. Culture)

UNITÉ 6: p. 233 (act. Culture), p. 235 (act. Culture), p. 239 (act. Culture), p. 257 (act. 9b)

GOAL AREA: COMMUNITIES

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

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.

UNITÉ 1: p. 25 (act. 5b), p. 39 (act. MINI-PROJECT 1), p. 42 (act. 3b), p. 43 (act. 4, 6c), p. 45 (act. 9), p. 47 (act. 12), p. 56 (act. 29), p. 58 (act. PROJECT FINAL)

UNITÉ 2: p. 99 (act. MINI-PROJECT 2), p. 100 (act. PROJECT FINAL)

UNITÉ 3: p. 141 (act. MINI-PROJECT 2), p. 142 (act. PROJECT FINAL)

UNITÉ 4: p. 183 (act. MINI-PROJECT 2), p. 184 (act. PROJECT FINAL)

UNITÉ 5: p. 207 (act. MINI-PROJECT 1), p. 226 (act. PROJECT FINAL)

UNITÉ 6: p. 251 (act. MINI-PROJECT 1), p. 268 (act. PROJECT FINAL)

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

UNITÉ 1: p. 43 (act. 6c), p. 47 (act. 12), p. 56 (act. 29), p. 57 (act. MINI-PROJECT 2), p. 58 (act. PROJECT FINAL)