

# Instructional Material Program: REPORTERS FRANCOPHONES 2

Alabama Course of Study: World Languages Grades 7-12

## LEVEL II

*Upon completion of Level II, students may demonstrate proficiency ranging from Novice High to Intermediate Low.*

COMMUNICATION - INTERPERSONAL MODE	
1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.	
1a. Use the language to meet basic survival needs.	SE: p. 71 (act. 7d), p. 76 (act. 15, 16), p. 87 (act. 4c, 5), p. 91 (act. 10, 11, 12), p. 93 (act. 14), p. 94 (act. 19, 20), p. 109 (act. 3b), p. 115 (act. 10, 11), p. 116 (act. 12), p. 117 (act. 17), p. 127 (act. 2d, 2e, 2f), p. 135 (act. 12), p. 140 (act. 20, 21, 22), p. 176 (act. 9), p. 177 (act. 10, 11), p. 182 (act. 17).
1b. Participate in conversations on familiar topics using a variety of phrases and simple sentences.	SE: p. 85 (act. 3), p. 87 (act. 4d), pp. 88-89 (act. 8), p. 91 (act. 13), p. 95 (act. 22), p. 100 (act. "projet final"), p. 131 (act. 6d, 7b).
1c. Ask and answer questions on factual information.	SE: pp. 82-83 (act. 1c), pp. 84-85 (act. 2c, 3), p. 87 (act. d), p. 91 (act. 13), p. 117 (act. 16), p. 136 (act. 17), p. 145 (act. 3), p. 177 (act. 12), p. 179 (act. 13, 16).
1d. Narrate incidents in the past time frame. Describe activities and personal preferences in the past time frame.	SE: p. 71 (act. 7e), p. 76 (act. 15, 16), pp. 84-85 (act. 2a, 2b, 2c), p. 95 (act. 23), p. 103 (act. 2), p. 116 (act. 13, 14), p. 117 (act. 15, 18), p. 127 (act. 3), p. 135 (act. 10, 11), p. 136 (act. 14, 15), p. 137 (act. 16), p. 140 (act. 19), p. 142 (act. "projet final").

**COMMUNICATION - INTERPRETIVE MODE**

2. Interpret what is heard, read, or viewed on familiar topics using the past tense.

2a. Restate information from audio and visual documents in the target language.	SE: pp. 86-87 (act. 4a, 4b), p. 90 (act. 9), p. 93 (act. 15), p. 94 (act. 18a, 18b), p. 98 (act. 25, 26), pp. 102-103 (act. 1a, 1b, 1c), p. 109 (act. 4a, 4b), p. 111 (act. 6a, 6b, 6c), p. 125 (act. 1c), p. 127 (act. 2c), pp. 128-129 (act. 4a, 4b), pp. 144-145 (act. 1a, 1b, 1c), p. 170 (act. 2b).
2b. Locate key information from announcements and messages connected to daily activities in the target culture.	WBK: p. 66 (act. 5a), pp. 88-89 (act. 6), p. 101 (act. 5a), p. 170 (act. 2b).
2c. Relate the main themes and significant details on topics from other subjects and products of the cultures.	SE: p. 4 (act. 4a, 4b), pp. 108-109 (act. 3a, 3c), p. 109 (act. 4b), p. 111 (act. 6a), p. 126 (act. 2a, 2b), pp. 128-129 (act. 4c), p. 131 (act. 6c, 7a), pp. 132-133 (act. 8, 9).

**COMMUNICATION - PRESENTATIONAL MODE**

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.

3a. Present basic information about people and activities.	SE: pp. 88-89 (act. 7), p. 89 (act. "C'est vous les reporters!"), p. 93 (act. 16), p. 94 (act. 17), p. 95 (act. 21), p. 98 (act. 24), p. 99 (act. "Mini-projet 2"), p. 103 (act. 3), p. 123 (act. "Mini-projet 1"), p. 129 (act. 4d, 5a, 5b), p. 133 (act. "C'est vous les reporters!"), p. 136 (act. 13), p. 137 (act. 18), p. 141 (act. "Mini-projet 2"), p. 145 (act. 2a, 2b), p. 257 ("C'est vous les reporters!").
3b. Recite songs, short skits, or dramatic readings.	SE: p. 126 (act. 2a), p. 127 (act. 3).  TE: p. 136 (Boost your teaching), p. 139 (Differentiated instruction).

CULTURE	
4. Identify perspectives through practices of the target cultures.	
4a. Use appropriate gestures in common interactions.	SE: p. 14 (act. 15c), p. 45 (act. 9), p. 57 (act. “Mini-projet 2”), p. 150 (act. 3a, 3b), p. 166 (act. 25).
4b. Describe behaviors in a variety of environments.	SE: p. 3 (act. 3a, 3b, 3c, 3d), p. 12 (act. 13c), p. 13 (act. 14a, 14b, 14c), p. 14 (act. 15c), p. 25 (act. 5), p. 45 (act. 9), p. 57 (act. “Mini-projet 2”), p. 107 (act. 2c), p. 108 (act. 3a), p. 150 (act. 3a, 3b), p. 151 (act. 5a, 5b), p. 153 (act. 6d), p. 155 (act. 8d).
4c. Describe perspectives related to celebration of traditional religious and national holidays.	SE: pp. 82-83 (act. 1a, 1b, 1c).
5. Identify perspectives through products of the target cultures.	
5a. Describe products of the target culture.	SE: pp. 0-1 (act. 1a, 1b), pp. 4-5 (act. 4a, 4b, 5), p. 15 (act. 18), p. 16 (act. 19), pp. 20-21 (act. 1a, 1b), pp. 28-29 (act. 10), pp. 38-39 (act. 1a), pp. 40-41 (act. 2a, 2b, 2c), p. 44 (act. 7a), p. 58 (act. “projet final”), p. 77 (act. 18), p. 89 (act. “C’est vous les reporters!”), p. 110 (act. 5b), pp. 112-113 (act. 7, 8, 9), p. 125 (act. 1d, “Culture”), p. 157 (act. “C’est vous les reporters!”), pp. 198-199 (act. 10, 11), p. 205 (act. 25), p. 211 (act. “Culture”), pp. 216-217 (act. 7, 8, “C’est vous les reporters!”).
5b. Describe arts, crafts, or graphic representations of the target culture.	SE: p. 2 (act. 2a), p. 17 (act. 22), pp. 18-19 (act. “Le jeu de l’oie”), pp. 22-23 (act. 2a), pp. 38-39 (act. 1a, 1b), p. 44 (act. 7a), pp. 64-65 (act. 2a), p. 107 (act. 2a, 2b), pp. 124-125 (act. 1a, 1b), p. 125 (act. 1d, “Comparaison culturelle”), pp. 130-131 (act. 6a, 6b), pp. 168-169 (act. 1a), pp. 198-199 (act. 12), pp. 210-211 (act. 1a, 1b), p. 213 (act. 3a, 3b), pp. 216-217 (act. 7, 8, 9), pp. 232-233 (act. 2a), p. 249 (act. “Comparaison culturelle”).
5c. Describe the cultural elements found in music and short video clips.	SE: p. 6 (act. 6a), pp. 20-21 (act. 1a, 1b), p. 26 (act. 6a, 6b), pp. 104-105 (act. 1a, 1b), pp. 146-147 (act. 1a, 1b), pp. 230-231 (act. 1a, 1b).
5d. Listen to, read, and describe the products in a variety of texts.	SE: pp. 0-1 (act. 1a, 1b), p. 4 (act. 4a, 4b, 5), p. 6 (act. 6a, 6b), p. 9 (act. 10a, 10b), p. 10 (act. 11a, 11b, 11c), p. 17 (act. 21a, 21b, 21c), p. 23 (act. 2b, 2c), pp. 28-29 (act. 9, 10), pp. 40-41 (act. 2a, 2b, 2c), pp. 72-73 (act. 9, 10), pp. 112-113 (act. 7, 8, 9), p. 193 (act. 5), p. 196 (act. 8a), p. 202 (act. 17, 18), p. 203 (act. 19, 20, 21, 22), p. 205 (act. 24).

## CONNECTIONS

### 6. Connect with other disciplines while using the target language, utilizing the past time frame.

6a. Exchange information on patterns of behavior typical of their peer group in the target culture.	SE: p. 3 (act. 3a, 3b, 3c, 3d), p. 12 (act. 13a, 13b, 13c), p. 14 (act. 15c), p. 15 (act. 16), p. 123 (act. “Mini-projet 1”), p. 149 (act. 1b, 1c), p. 150 (act. 3a, 3b, 4), p. 151 (act. 5d), p. 167 (act. “Mini-projet 1”), p. 170 (act. 2c), p. 184 (act. “projet final”), p. 214 (act. 5a, 5b, 5c), p. 215 (act. 6a, 6b, 6c, 6d).
6b. Examine authentic materials containing current events, social announcements, and classified ads.	SE: p. 2 (act. 2a, 2b, 2c), pp. 82-83 (act. 1a, 1b), pp. 186-187 (act. 1a, 1b, 1c, 1d).

### 7. Describe information related to diverse perspectives in the target culture.

7a. Exchange ideas on various audio and visual documents to interpret content.	SE: pp. 0-1 (act. 1b), p. 2 (act. 2a), pp. 4-5 (act. 4c), p. 8 (act. 8b), p. 9 (act. 9a, 9b, 9c), p. 12 (act. 13c), p. 14 (act. 15a, 15b), p. 16 (act. 20), p. 17 (act. 22), pp. 20-21 (act. 1b), p. 26 (act. 6a, 6b, 6c), p. 27 (act. 7b), pp. 28-29 (act. 11), pp. 38-39 (act. 1a, 1c), pp. 40-41 (act. 2e, 2f), p. 44 (act. 7a), p. 45 (act. 7b, 8a, 8b), pp. 46-47 (act. 10, 11, 12), pp. 62-63 (act. 1a, 1b), p. 65 (act. 2b, “Connexion: géographie”), pp. 66-67 (act. 3a), p. 67 (act. 3c), p. 68 (act. 5a, 5b), p. 69 (act. 6a, 6b, 6c), pp. 72-73 (act. 11), pp. 104-105 (act. 1b), p. 109 (act. 4c, 4d), p. 152 (act. 6b, 6c), p. 153 (act. 7a, 7b), p. 154 (act. 8a, 8b), pp. 156-157 (act. 9, 10), p. 157 (act. 11), pp. 168-169 (act. 1a, 1b), p. 170 (act. 2a, 2b), p. 172 (act. 4a), p. 173 (act. 6c, 6d), pp. 174-175 (act. 7, 8), p. 187 (act. 2), pp. 188-189 (act. 1a, 1b), pp. 190-191 (act. 2a, 2b, 2c, “Comparaison culturelle”), p. 192 (act. 3a, 3b), p. 193 (act. 4), p. 194 (act. 6a, 6b, 6c), p. 196 (act. 8b, 8c, 8d, 8e), p. 197 (act. 9a, 9b, 9c, 9d, 9e), p. 208 (act. 26), p. 211 (act. 1c), pp. 216-217 (act. 7, 8, 9), p. 229 (act. 2), p. 233 (act. 2b, “Communautés”), pp. 234-235 (act. 3a, 3b, 3d), p. 237 (act. 4e, 5a, 5b), pp. 238-239 (act. 6, 7, 8), p. 249 (act. 1b, 1c), p. 250 (act. 2a, 2b), pp. 252-253 (act. 5a, 5b), p. 254 (act. 7a, 7b, 7c), pp. 256-257 (act. 9, 10), p. 271 (act. 2).
7b. Identify the main idea of information from authentic websites and materials to interpret topics.	SE: p. 2 (act. 2a, 2b, 2c), p. 6 (act. 6a, 6b), p. 11 (act. 11d), pp. 46-47 (act. 13, “C’est vous les reporters!”), p. 61 (act. 1a, 1b, 1c), p. 67 (act. 4a, 4b, 4c), p. 70 (act. 7a, 7b, 7c), p. 71 (act. 8a, 8b), pp. 82-83 (act. 1a, 1b), pp. 148-149 (act. 2a), p. 152 (act. 6a, 6b, 6c), p. 173 (act. 6a, 6b), p. 195 (act. 7a, 7b, 7c, 7d), p. 215 (act. 6a, 6b, 6c), p. 228 (act. 1a, 1b, 1c), p. 236 (act. 4a, 4b, 4c), pp. 248-249 (act. 1a), p. 251 (act. 3a, 3b, 3c), p. 253 (act. 6a, 6c), p. 255 (act. 8a, 8b, 8c), pp. 270-271 (act. 1a, 1b, 1c, 1d).

## COMPARISONS

### 8. Compare characteristics of the target language and the native language.

8a. Use formal and informal forms of language.	TE: p. 52 (Grammar presentation, Language comparisons), p. 162 (Grammar presentation, Language comparisons), p. 178 (Grammar presentation, Language comparisons).
8b. Compare word order for dates and placement of descriptors.	SE: p. 67 (act. 3b), p. 172 (act. 4b). TE: p. 201 (Grammar presentation, Language comparison).
8c. Use high-frequency idiomatic expressions.	SE: p. 111 (act. 6c). TE: p. 87 (Differentiated instruction), p. 148 ('Present lesson goals'), p. 154 (act. 8a).
8d. Use cognates.	SE: p. 11 (act. 12a, 12b), p. 13 (act. 14a, 14b, 14c), pp. 18-19 (act. "Le jeu de l'oie"), p. 23 (act. 2c), pp. 28-29 (act. 9), p. 36 (act. 19, 20, 21, 22), p. 61 (act. 1b), p. 122 (act. 24, 25).

### 9. Compare products, practices, and perspectives of the target culture and the native culture.

9a. Compare daily routines in the target culture and the native culture.	SE: p. 7 (act. 7a, 7b, 7c), p. 8 (act. 8a, 8b), p. 9 (act. 10c), p. 15 (act. 16, 17a, 17b), p. 23 (act. 2d, "Comparaison culturelle"), p. 24 (act. 3a, 3b), p. 25 (act. 4a, 4b, 4c, 4d, 4e, 5), p. 26 (act. 6a, 6b, 6c, 6d, 6e), p. 27 (act. 7a, 7b, 7c, 8), p. 37 (act. "Mini-projet 1"), p. 42 (act. 4a, 4b, 4c), p. 43 (act. 5, 6a, 6b), p. 61 (act. 2, 3), p. 151 (act. 5d), p. 153 (act. 7a, 7b, 7c), p. 169 (act. 1c), p. 170 (act. 2c), p. 212 (act. 2a, 2b, 2c, 2d), p. 213 (act. 4), p. 214 (act. 5a, 5b, 5c), p. 215 (act. 6d), p. 219 (act. 12), p. 221 (act. 15), p. 224 (act. 18), p. 225 (act. "Mini-projet 2"), p. 226 (act. "projet final"), p. 242 (act. 13), p. 247 (act. "Mini-projet 1"), p. 255 (act. 8d), p. 266 (act. 29).
9b. Compare celebrations in the target culture and the native culture.	SE: pp. 38-39 (act. "Comparaison culturelle"), p. 41 (act. 3a, 3b), p. 45 (act. 7b), pp. 82-83 (act. 1a, 1b).
9c. Compare games, stories, songs, and rhymes from the native culture and those from the target culture.	SE: p. 56 (act. 27), p. 107 (act. "Comparaison culturelle"), p. 110 (act. "Comparaison culturelle"), p. 123 (act. "Mini-projet 1"), p. 125 (act. 1d, "Comparaison culturelle"), p. 171 (act. 3a, 3b, 3c), p. 182 (act. 17), p. 183 (act. "Mini-projet 2").

## COMMUNITIES

## 10. Interact using the target language within the classroom and globally.

10a. Interact with speakers of the target language in person or virtual.

SE: p. 14 (act. 15c), p. 30 (act. 12, 13), p. 31 (act. 14, 15), p. 33 (act. 16, 17, 18), p. 37 (act. "Mini-projet 1"), p. 41 (act. 2d), p. 45 (act. 7c, 8c), 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. 25, 26), p. 56 (act. 28), p. 57 (act. "Mini-projet 2"), p. 58 (act. "projet final"), p. 74 (act. 12), p. 75 (act. 13, 14), p. 77 (act. 17), p. 80 (act. 19, 20, 21), p. 81 (act. "Mini-projet 1"), p. 99 (act. "Mini-projet 2"), p. 100 (act. "projet final"), p. 119 (act. 19, 20, 21, 22), 122 (act. 26), p. 123 (act. "Mini-projet 1"), p. 141 (act. "Mini-projet 2"), p. 142 (act. "projet final"), p. 151 (act. 5c), pp. 154-155 (act. 8c), 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. 26, 27, 28), p. 167 (act. "Mini-projet 1"), p. 172 (act. 5), p. 175 (act. "C'est vous les reporters!"), p. 179 (act. 14, 15), p. 182 (act. 18, 19), p. 184 (act. "projet final"), p. 187 (act. 2, 3), p. 200 (act. 13, 14, 15), p. 201 (act. 16), p. 205 (act. 23), p. 208 (act. 27, 28), p. 209 (act. "Mini-projet 1"), p. 213 (act. 3c), p. 218 (act. 10, 11), p. 220 (act. 13, 14), p. 221 (act. 16, 17), p. 224 (act. 19, 20, 21), p. 225 (act. "Mini-projet 2"), p. 226 (act. "projet final"), p. 229 (act. 3), p. 235 (act. 3c), pp. 236-237 (act. 4d), p. 240 (act. 9, 10), p. 241 (act. 11), p. 242 (act. 12), p. 243 (act. 14, 15, 16), p. 246 (act. 17, 18), p. 247 (act. "Mini-projet 1"), p. 250 (act. 2c), p. 251 (act. 4), pp. 254-255 (act. 7d, 7e), p. 259 (act. 11, 12, 13), p. 260 (act. 14, 15, 16, 17, 18), p. 261 (act. 19, 20, 21, 22), p. 262 (act. 23), p. 263 (act. 24, 25, 26, 27, 28), p. 266 (act. 30, 31), p. 267 (act. "Mini-projet 2"), p. 268 (act. "projet final"), p. 271 (act. 2), p. 271 (act. 3).

## 11. Describe opportunities to use the target language beyond the classroom environment

11a. Participate in student exchange opportunities locally, globally, or virtually.

SE: p. 37 (act. "Mini-projet 1"), p. 57 (act. "Mini-projet 2"), p. 58 (act. "projet final"), p. 81 (act. "Mini-projet 1"), p. 99 (act. "Mini-projet 2"), p. 100 (act. "projet final"), p. 123 (act. "Mini-projet 1"), p. 141 (act. "Mini-projet 2"), p. 142 (act. "projet final"), p. 167 (act. "Mini-projet 1"), p. 183 (act. "Mini-projet 2"), p. 184 (act. "projet final"), p. 187 (act. 2, 3), p. 209 (act. "Mini-projet 1"), p. 225 (act. "Mini-projet 2"), p. 226 (act. "projet final"), p. 247 (act. "Mini-projet 1"), p. 267 (act. "Mini-projet 2"), p. 268 (act. "projet final"), p. 271 (act. 3).

11b. Explore the internet to find sites of personal interest where they can use the target language.

SE: p. 6 (act. 6c), p. 11 (act. 11d), p. 29 (act. "C'est vous les reporters!"), p. 56 (act. 27), p. 73 (act. "C'est vous les reporters!"), p. 85 (act. 3), p. 89 (act. "C'est vous les reporters!"), p. 107 (act. "Comparaison culturelle"), p. 145 (act. 2a), p. 157 (act. "C'est vous les reporters!"), p. 184 (act. "projet final"), p. 199 (act. "C'est vous les reporters!"), p. 217 (act. "C'est vous les reporters!"), p. 239 (act. "C'est vous les reporters!"), p. 257 ("C'est vous les reporters!").

