

Instructional Material Program: REPORTERS FRANCOPHONES 3

2011 Missouri World Languages Course-Level Expectations

LEVEL: INTERMEDIATE LOW TO INTERMEDIATE MID

COMMUNICATION	
1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
INTERPERSONAL MODE: LISTENING AND SPEAKING	
A. Demonstrate competencies previously introduced.	p. 0 (act. 1b), p. 2 (act. 2d), p. 3 (act. 3a, 3c), p. 4 (act. 4c), p. 5 (act. 5), p. 7 (act. 7d), p. 8 (act. 10, 11), p. 9 (act. 12a), p. 10 (act. 13a, 13b), p. 11 (act. 14d, 14e, 14f), p. 12 (act. 15b, 15c, 15d), p. 13 (act. 16b, 16c), p. 14 (act. 17b, 17c), p. 15 (act. 18b, 18c), p. 16 (act. 19c), p. 17 (act. 21c), p. 23 (act. Communautés), p. 24 (act. 3d), p. 25 (act. 4c, 4d, 4e), p. 27 (act. 5a), p. 27 (act. 5d, 5e), p. 27 (act. 5f), p. 28 (act. 7), p. 31 (act. 9, 10, 11, 12), p. 33 (act. 13, 14, 15, 16, 17), p. 36 (act. Mon lexique), p. 39 (act. 1c, Comparaison culturelle), p. 41 (act. 2c, 2d, 2e, 3), p. 42 (act. 4c, 4d), p. 43 (act. 5a, 5c, 6b, 6c), p. 44 (act. 7d, Comparaison culturelle), p. 45 (act. 8d, 8e), p. 46 (act. 11), p. 47 (act. 12), p. 49 (act. 13, 14, 15, 16), p. 51 (act. 17, 18, 19, 20), p. 53 (act. 21, 22, 23), p. 56 (act. Mon lexique), p. 85 (act. Comparaison culturelle), p. 87 (act. 2d, 3c, Comparaison culturelle), p. 88 (act. 4a), p. 89 (act. 4d, 4e, 4f), p. 93 (act. 7, 8, 9), p. 95 (act. 10, 11, 12, 13), p. 98 (act. 14, Mon lexique), p. 103 (act. 3), p. 105 (act. 1b), p. 107 (act. Comparaison culturelle), p. 108 (act. 3a, 3c, 3d), p. 109 (act. 4b, 4c, 5), p. 110 (act. 6a, 6c, 6d, 6e), p. 111 (act. 7b), p. 113 (act. 10), p. 115 (act. 11, 12, 13, 14, 15), p. 118 (act. 16, 17, 18, 19), p. 119 (act. 20, 21, 22, 23), p. 122 (act. Mon lexique), p. 125 (act. 1d), p. 127 (act. 2c, 2d, 2e), p. 127 (act. 2c), p. 128 (act. 4c), p. 129 (act. 5b, 6, Comparaison culturelle), p. 130 (act. 7a, 7d), p. 131 (act. 8b, 8c), p. 134 (act. 13, 14), p. 136 (act. 15), p. 137 (act. 17, 18, 19), p. 140 (act. 20), p. 149 (act. 2c, Comparaison culturelle), p. 150 (act. 3a, 3b, 4), p. 151 (act. 5f), p. 153 (act. 6b, 6c, 6d), p. 154 (act. 7d), p. 155 (act. 8b), p. 156 (act. 11), p. 157 (act. 12), p. 159 (act. 13, 14, 15), p. 161 (act. 17, 18, 19), p. 163 (act. 20, 21, 22, 23), p. 166 (act. 24, Mon lexique), p. 169 (act. Comparaison culturelle), p. 170 (act. 2d, 2e), p. 171 (act. 3c), p. 172 (act. 4c, 4d), p. 173 (act. 5e), p. 174 (act. 7), p. 175 (act. 8), p. 177 (act. 9, 10, 11, 12), p. 179 (act. 13, 14, 15, 16), p. 182 (act. 17, Mon lexique), p. 193 (act. 3d, 3e,

	3f, 4), p. 195 (act. 5a, 6b, 6c, 6d), p. 197 (act. 9), p. 199 (act. 10, 11, 12, 13a, 13b), p. 201 (act. 14, 15, 16, 17), p. 204 (act. 18, Mon lexique), p. 206 (act. 1b, Comparaison culturelle), p. 208 (act. 2c), p. 209 (act. 2d, 2e, 3a, 3b), p. 210 (act. 4c), p. 211 (act. 5d), p. 212 (act. 6d, Comparaison culturelle), p. 213 (act. 7c, 7d), p. 214 (act. 10), p. 215 (act. 11), p. 217 (act. 12, 13, 14, 15), p. 218 (act. 16), p. 220 (act. 18, 19a, 19b, 20), p. 221 (act. 21, 22, 23), p. 224 (act. 24, Mon lexique), p. 229 (act. 3), p. 231 (act. 1b), p. 233 (act. 2c), p. 235 (act. 3a, 3b, 3c, 3d), p. 237 (act. 5d, 6b, 6c), p. 238 (act. Connexions), p. 239 (act. 7d, 7e, 7f), p. 241 (act. 10), p. 242 (act. 11a, 11b, 11c), p. 243 (act. 12, 13, 14, 15), p. 245 (act. 16, 17, 18, 19, 20), p. 247 (act. 21, 22, 23), p. 250 (act. 24, Mon lexique), p. 251 (act. Mini-projet 1), p. 253 (act. 1c, Connexion), p. 254 (act. 2a, 2b, 2c), p. 255 (act. 2g, 2i), p. 257 (act. 3c, 3d, 3e, 3f, 4b), p. 258 (act. 6), p. 259 (act. 7), p. 262 (act. 8, 9, 10, 11, 12), p. 263 (act. 13, 14, 15), p. 266 (act. 16, Mon lexique), p. 271 (act. 3)
B. Extend, accept, and refuse invitations appropriate to varied situations.	p. 170 (act. 2e), p. 187 (act. 3), p. 193 (act. 3d, 3f)
C. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.	p. 9 (act. 12d), p. 13 (act. 16b), p. 21 (act. 1b), p. 23 (act. 2b), p. 28 (act. 7), p. 29 (act. 8), p. 43 (act. 5d), p. 47 (act. 12), p. 61 (act. 3), p. 87 (act. 2c), p. 90 (act. 6), p. 111 (act. 7b), p. 122 (act. 24), p. 129 (act. 5a), p. 133 (act. 11), p. 144 (act. 1c), p. 145 (act. 2), p. 171 (act. 3d), p. 172 (act. 4e), p. 189 (act. 1b), p. 206 (act. 1a), p. 212 (act. 6e), p. 250 (act. 24), p. 255 (act. 2h)
D. Develop and propose solutions to issues and problems.	p. 9 (act. 12d), p. 10 (act. 13b), p. 11 (act. 14f), p. 16 (act. 19c), p. 33 (act. 16), p. 41 (act. 2f), p. 127 (act. 2e, 3c), p. 155 (act. 9a), p. 187 (act. 2)
2. Students understand and interpret written and spoken language on a variety of topics	
INTERPRETIVE MODE: READING AND LISTENING	
A. Demonstrate competencies previously introduced.	p. 0 (act. 1a), p. 2 (act. 2a), p. 3 (act. 3b), p. 4 (act. 4a, 4b), p. 7 (act. 7a), p. 9 (act. 12b, 12c), p. 10 (act. 13a), p. 11 (act. 14a, 14b, 14c), p. 12 (act. 15a, 15b), p. 14 (act. 17a, 17b), p. 15 (act. 18a), p. 16 (act. 19a, 19b, 20), p. 17 (act. 21a), p. 23 (act. 2a, 2c, Culture), p. 24 (act. 3a, 3b, 3c), p. 31 (act. 13), p. 39 (act. 1a, 1b, Culture), p. 41 (act. 2a, 2b), p. 42 (act. 4a, 4b), p. 43 (act. 5a, 5b), p. 44 (act. 7a, 7b, 7c, Culture), p. 45 (act. 8a, 8b, 8c), p. 53 (act. 21), p. 61 (act. 1a, 1b, 1c), p. 85 (act. 1a, 1b, 1c, Culture), p. 86 (act. 2a), p. 88 (act. 4a), p. 93 (act. 13), p. 107 (act. 2a, 2b, 2c, Culture), p. 109 (act. 4a), p. 110 (act. 6a, 6b), p. 118 (act. 19), p. 125 (act. 1a, 1b, 1c, Culture), p. 127 (act. 3a, 3b), p. 129 (act. Culture), p. 131 (act. 8a), p. 137 (act. 16a, 16b), p. 149 (act. 2a, 2b, Culture), p. 151 (act. 5a, 5b, 5c,

	5d, 5e), p. 152 (act. 6a), p. 154 (act. 7a, Culture), p. 155 (act. 8a, 9a), p. 156 (act. 10), p. 161 (act. 16), p. 169 (act. 1b, Culture), p. 171 (act. 3a), p. 172 (act. 4a, 4b), p. 173 (act. 5a), p. 179 (act. 13), p. 186 (act. 1a), p. 191 (act. 2b, Culture), p. 193 (act. 3a), p. 195 (act. 5b, 6a, 6b), p. 199 (act. 10), p. 201 (act. 14), p. 206 (act. 1a, Culture), p. 208 (act. 2a, 2b), p. 209 (act. 2d), p. 210 (act. 4a), p. 211 (act. 5a, 5b), p. 212 (act. 6a, 6b, Culture), p. 213 (act. 7a, 7b, Culture), p. 217 (act. 12), p. 220 (act. 18), p. 233 (act. 2b, Culture), p. 235 (act. 3a, 4a, 4b), p. 236 (act. 5a), p. 237 (act. 5b, 5c, 6a), p. 238 (act. 7a, 7b, Culture), p. 239 (act. 7c), p. 240 (act. 9), p. 253 (act. 1b, Culture), p. 256 (act. 3a, Culture), p. 271 (act. 1b)
B. Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.	p. 2 (act. 2b, 2c, 2d), p. 7 (act. 7b, 7c), p. 8 (act. 9), p. 12 (act. 15c), p. 13 (act. 16a), p. 17 (act. 21b), p. 21 (act. 1a, 1b), p. 25 (act. 4a, 4b), p. 27 (act. 5b, 5c), p. 28 (act. 6, 7), p. 46 (act. 9, 10), p. 87 (act. 2b), p. 87 (act. 2a, 2b), p. 88 (act. 4b), p. 89 (act. 4c), p. 90 (act. 5), p. 102 (act. 1a, 1b), p. 105 (act. 1a), p. 108 (act. 3b, 3c), p. 111 (act. 7a), p. 112 (act. 8, 9), p. 127 (act. 2a, 2b), p. 128 (act. 4a, 4b, 4c), p. 130 (act. 7b, 7b), p. 132 (act. 9, 10), p. 133 (act. 11), p. 144 (act. 1a, 1b, 1c), p. 147 (act. 1a, 1b), p. 154 (act. 7b, 7c), p. 169 (act. 1a), p. 170 (act. 2a, 2b, 2c), p. 171 (act. 3b), p. 173 (act. 5b, 5c, 5d), p. 174 (act. 6, 7), p. 187 (act. 1b), p. 189 (act. 1a, 1b), p. 191 (act. 2a), p. 193 (act. 3b, 3c), p. 195 (act. 5c), p. 196 (act. 7, 8), p. 206 (act. 1c), p. 210 (act. 4a, 4b, 4c), p. 211 (act. 5c), p. 212 (act. 6c, 6d), p. 213 (act. Culture, 8), p. 214 (act. 9, 10), p. 229 (act. 1a, 1b), p. 231 (act. 1a, 1b), p. 233 (act. 2a), p. 240 (act. 8), p. 253 (act. 1a), p. 255 (act. 2d, 2e), p. 257 (act. 3b, 3c, 3d, 4a, 4b), p. 258 (act. 5), p. 271 (act. 1a, 1c, 1d)
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
PRESENTATIONAL MODE: SPEAKING AND WRITING	
A. Demonstrate competencies previously introduced.	p. 5 (act. 6), p. 7 (act. 8), p. 29 (act. C'est vous les reporters!), p. 36 (act. 18), p. 37 (act. Mini-projet 1), p. 56 (act. 24), p. 57 (act. Mini-projet 2), p. 61 (act. 2), p. 91 (act. C'est vous les reporters!), p. 99 (act. Mini-projet 2), p. 100 (act. Projet final), p. 103 (act. 2), p. 113 (act. C'est vous les reporters!), 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. 3), p. 157 (act. C'est vous les reporters!), 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. 3), p. 197 (act. C'est vous les reporters), p. 205 (act. Mini-projet 1), p. 215 (act. C'est vous les reporters!), p. 225 (act. Mini-projet 2), p. 226 (act. Projet final), p. 229 (act. 2), p. 241 (act. 10), p. 259 (act. C'est vous les reporters!), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final)

<p>B. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.</p>	<p>p. 47 (act. C'est vous les reporters!), p. 58 (act. Projet final), p. 241 (act. C'est vous les reporters!), p. 251 (act. Mini-projet 1), p. 271 (act. 2)</p>
<p>CULTURES</p>	
<p>1. Students demonstrate an understanding of the practices and perspectives of the cultures studied.</p>	
<p>PRACTICES OF THE CULTURE: PRACTICES AND PERSPECTIVES</p>	
<p>A. Demonstrate competencies previously introduced.</p>	<p>p. 5 (act. 5), p. 85 (act. 1a, 1b, 1c), p. 88 (act. 4a, 4b), p. 89 (act. 4c, 4e), p. 90 (act. 5), p. 91 (act. C'est vous les reporters!), p. 100 (act. Projet final), p. 102 (act. 1a, 1b), p. 125 (act. 1a), p. 129 (act. 5a, 5b), p. 142 (act. Projet final), p. 174 (act. 6), p. 206 (act. 1a), p. 211 (act. 5a, 5b, 5c, 5d), p. 212 (act. 6a, 6b, 6c, 6d, Culture), p. 213 (act. 7a, 7b, 8), p. 225 (act. Mini-projet 2), p. 226 (act. Projet final), p. 229 (act. 1a, 1b),</p>
<p>B. Observe and imitate appropriate patterns of social behavior in the culture studied.</p>	<p>p. 86 (act. 2a), p. 125 (act. 1a, 1b, 1c, 1d), p. 127 (act. 2a, 2b, 2c, 2e, 3a, 3b, 3c), p. 130 (act. 7a, 7b, 7c, 7d), p. 131 (act. 8a, 8b, 8c), p. 141 (act. Mini-projet 2), p. 145 (act. 3)</p>
<p>C. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.</p>	<p>p. 85 (act. Comparaison culturelle), p. 89 (act. 4f), p. 99 (act. Mini-projet 2), p. 100 (act. Projet final), p. 129 (act. Comparaison culturelle), p. 149 (act. Comparaison culturelle), p. 253 (act. Connexion)</p>
<p>D. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.</p>	<p>p. 98 (act. 14, Mon lexique), p. 99 (Mini-projet 2), p. 100 (act. Projet final)</p>

2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.	
PRODUCTS OF THE CULTURE: PRODUCTS AND PERSPECTIVES	
A. Demonstrate competencies previously introduced.	p. 0 (act. 1a, 1b), p. 7 (act. 7a, 7b, 7c), p. 8 (act. 9, 10), p. 23 (act. Communautés), p. 39 (act. Culture), p. 41 (act. 2a, 2b, 2c), p. 44 (act. 7a, 7b, 7c, Culture), p. 109 (act. 4a), p. 110 (act. 6a, 6b), p. 111 (act. 7a, 7b), p. 133 (act. C'est vous les reporters!), p. 196 (act. 7, 8), p. 197 (act. 9), p. 240 (act. 8, 9), p. 241 (act. 10), p. 254 (act. 2a, 2b, 2c), p. 255 (act. 2d, 2e, 2f, 2g, 2h, 2i), p. 256 (act. 3a), p. 257 (act. 3b, 3c, 3d), p. 258 (act. 5, 6), p. 259 (act. C'est vous les reporters!), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final), p. 271 (act. 1a, 1b, 1c, 1d)
B. Identify contributions of important historical and/or contemporary figures in the culture studied.	p. 0 (act. 1a, 1b), p. 2 (act. 2a, 2b), p. 46 (act. 9, 10), p. 112 (act. 8, 9), p. 113 (act. C'est vous les reporters!), p. 212 (act. 6a, 6b, 6c, 6d, Culture), p. 214 (act. 9, 10), p. 215 (act. 11), p. 225 (act. Mini-projet 2), p. 240 (act. 8, 9)
C. Identify historical and contemporary influences that the culture studied has had on their own culture.	p. 44 (act. culture), p. 72 (act. 11, 12), p. 73 (act. 13, C'est vous les reporters!)
CONNECTIONS	
1. Students reinforce and further their knowledge of other disciplines through the world language.	
INTERDISCIPLINARY CONNECTIONS	
A. Demonstrate competencies previously introduced.	p. 0 (act. 1a), p. 105 (act. 1b), p. 125 (act. 1a, 1b, 1c, 1d), p. 127 (act. 2a, 2b, 2c, 2e, 3a, 3b, 3c), p. 130 (act. 7a, 7b, 7c, 7d), p. 132 (act. 9, 10), p. 133 (act. C'est vous les reporters!), p. 140 (act. 20), p. 141 (act. Mini-projet 2), p. 142 (act. Projet final), p. 189 (act. 1a), p. 214 (act. 9, 10), p. 231 (act. 1a, 1b), p. 256 (act. 3a), p. 266 (act. 16),
B. Present information orally or in writing on topics being studied in other classes.	p. 0 (act. 1b), p. 29 (act. C'est vous les reporters!), p. 151 (act. 5f), p. 268 (act. Projet final)
C. Elaborate on their study of other classes by studying similar topics	p. 4 (act. 4b), p. 21 (act. 1a), p. 28 (act. 6), p. 147 (act. 1a), p. 206 (act. 1a, 1b, Culture), p. 210 (act. 4a, 4b), p. 211 (act. 5a, 5b, 5c, 5d), p. 213 (act. 7a, 7b, 7d, Culture, 8), p. 229 (act. 1a, 1b), p. 235

in target language.	(act. 3a, 3b, 3d, 4a, 4b), p. 236 (act. 5a), p. 237 (act. 5b, 5c, 5d, 6a, 6b, 6c), p. 238 (act. 7a, b, Culture, Connexions), p. 239 (act. 7c, 7e), p. 240 (act. 8, 9), p. 241 (act. 10, C'est vous les reporters!), p. 250 (act. 24), p. 251 (act. Mini-projet 1), p. 253 (act. 1a, 1b, 1c, Culture, Connexion), p. 254 (act. 2a, 2b, 2c), p. 255 (act. 2d, 2e, 2f, 2g, 2h, 2i), p. 258 (act. 5, 6), p. 259 (act. C'est vous les reporters!), p. 267 (act. Mini-projet 2), p. 271 (act. 1a, 1b, 1c, 1d, 2, 3)
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2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.

DISTINCTIVE VIEWPOINTS OF INFORMATION

A. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.	p. 24 (act. 3a, 3b, 3c), p. 25 (act. 4a, 4b), p. 44 (act. Comparaison culturelle), p. 106 (act. 2a, Culture), p. 109 (act. 4a), p. 110 (act. 6a, 6b, 6d), p. 125 (act. 1a), p. 154 (act. 7a, 7b, 7c), p. 186 (act. 1a), p. 187 (act. 1b), p. 211 (act. 5a, 5b, 5c), p. 253 (act. 1a), p. 256 (act. 3a)
B. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.	p. 39 (act. 1a, Comparaison culturelle), p. 87 (act. 3a, 3b), p. 88 (act. 4a), p. 89 (act. 4c), p. 102 (act. 1a, 1b), p. 108 (act. 3a, 3b, 3c), p. 111 (act. 7a, 7b), p. 144 (act. 1a, 1b, 1c), p. 149 (act. 2a), p. 152 (act. 6a), p. 169 (act. 1a), p. 171 (act. 3b), p. 173 (act. 5a, 5b, 5c, 5d), p. 206 (act. 1a), p. 210 (act. 4a, 4b), p. 212 (act. 6a, 6b, 6c, 6d)

COMPARISONS

1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

LANGUAGE COMPARISONS

A. Demonstrate competencies previously introduced.	p. 2 (act. 2d), p. 33 (act. 16), p. 43 (act. 6c), p. 49 (act. 16), p. 61 (act. 2), p. 90 (act. 6), p. 193 (act. 4), p. 215 (act. 11, C'est vous les reporters!), p. 224 (act. 24), p. 229 (act. 2, 3), p. 271 (act. 3)
B. Demonstrate an increased awareness of the various ways of expressing ideas, such	p. 90 (act. 6), p. 130 (act. 7a, 7b, 7c, 7d), p. 131 (act. 8a, 8b, 8c), p. 145 (act. 3)

as understanding the role of dialect and differentiated speech to indicate age, social status or gender.	
C. Report similarities and differences between the sound and writing system of target and native language, including time and tense.	pp. 32-33 (act. 13, 14, 15, 16, 17), pp. 78-79 (act. 22, 23, 24, 25), p. 115 (act. 11)
2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
CULTURAL COMPARISONS	
A. Demonstrate competencies previously introduced.	p. 25 (act. 4a, 4b), p. 31 (act. 16), p. 129 (act. Comparaison culturelle), p. 212 (act. Comparaison culturelle)
B. Analyze the relationship between cultural perspectives and products from the target culture and their own.	p. 23 (act. Communautés), p. 39 (act. Comparaison culturelle), p. 44 (act. Comparaison culturelle), p. 129 (act. Comparaison culturelle), p. 149 (act. Comparaison culturelle), p. 206 (act. Comparaison culturelle), p. 212 (act. Comparaison culturelle), p. 213 (act. 8), p. 215 (act. C'est vous les reporters!), p. 238 (act. Connexions), p. 253 (act. Connexion)
C. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.	p. 11 (act. 14e), p. 23 (act. Communautés), p. 25 (act. 4e), p. 33 (act. 17), p. 87 (act. Comparaison culturelle), p. 99 (act. Mini-projet 2), p. 103 (act. 3), p. 110 (act. 6e), p. 149 (act. Comparaison culturelle), p. 169 (act. Comparaison culturelle), p. 206 (act. Comparaison culturelle), p. 212 (act. Comparaison culturelle), p. 213 (act. 7d, 8), p. 215 (act. C'est vous les reporters!), p. 238 (act. Connexions), p. 253 (act. Connexion)
D. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.	p. 2 (act. 2d), p. 25 (act. 4e), p. 86 (act. 2a), p. 87 (act. 2b, 2c, 3a, 3b, 3c), p. 108 (act. 3d), p. 110 (act. 6e), p. 144 (act. 1c)

COMMUNITIES	
1. Students use the target language within and beyond the school setting.	
LANGUAGE USE WITHIN AND BEYOND THE CLASSROOM	
A. Demonstrate competencies previously introduced.	p. 33 (act. 16), p. 61 (act. 2), p. 100 (act. Projet final), p. 131 (act. 8a, 8b, 8c), p. 141 (act. Mini-projet 2), p. 145 (act. 3), p. 149 (act. 2a), p. 152 (act. 6a), p. 153 (act. 6b, 6c, 6d), p. 157 (act. C'est vous les reporters!), p. 184 (act. Projet final), p. 191 (act. 2a), p. 226 (act. Projet final), p. 259 (act. C'est vous les reporters!), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final)
B. Perform for a school or community celebration, using their knowledge of the target language and culture.	p. 47 (act. 12), p. 109 (act. 5), p. 151 (act. 5f), p. 193 (act. 4)
C. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.	p. 141 (act. Mini-projet 2), p. 142 (act. Projet final), p. 184 (act. Projet final), p. 205 (act. Mini-projet 1), p. 226 (act. Projet final), p. 251 (act. Mini-projet 1)
2. Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.	
LANGUAGE USE FOR PERSONAL ENJOYMENT AND ENRICHMENT	
A. Demonstrate competencies previously introduced.	p. 9 (act. 12d), p. 37 (act. Mini-projet 1), p. 47 (act. C'est vous les reporters!), p. 58 (act. Projet final), p. 57 (act. Mini-projet 2), p. 61 (act. 2), p. 91 (act. C'est vous les reporters!), p. 99 (act. Mini-projet 2), p. 123 (act. Mini-projet 1), p. 171 (act. 3a, 3b, 3c, 3d), p. 173 (act. 5e), p. 175 (act. C'est vous les reporters!), p. 183 (act. Mini-projet 2), p. 187 (act. 1b, 2, 3), p. 197 (act. C'est vous les reporters!)
B. Plan real or imaginary travel.	p. 29 (act. C'est vous les reporters!), p. 91 (act. C'est vous les reporters!), p. 195 (act. 5a, 6d)
C. Make connections with local groups and communities where the target language is spoken.	p. 61 (act. 2), p. 82 (act. 26), p. 83 (act. Mini-projet 1), p. 113 (act. C'est vous les reporters!), p. 131 (act. 8b), p. 183 (act. Mini-projet 2), p. 205 (act. Mini-projet 1)
D. Explore careers and businesses where skills	p. 152 (act. 6a), p. 153 (act. 6b, 6c, 6d), p. 155 (act. 9a), p. 156 (act. 10, 11), p. 157 (act. 12), p. 170 (act. 2a, 2b, 2c, 2d), p. 171 (act. 3a,

in another language or cultural understanding are needed.	3b, 3c, 3d), p. 174 (act. 6, 7), p. 183 (act. Mini-projet 2), p. 187 (act. 1b, 2, 3)
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