

Instructional Material Program: Reporters Francophones 3

Secondary (6-12) English Language Arts and PK-12 World Languages Other Than English

Subject and Oklahoma State Subject Code: French III | 2122 & 3113

Grade(s): K-8 & 9-12

OKLAHOMA ACADEMIC STANDARD(S) CORRELATION

Page Number(s) identifying the correlation location	Standard/Objective and Correlating Content
	<p>GOAL 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>
	<p>1. INTERPRETIVE COMMUNICATION Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>
<p>p. 3 (act. 3b), p. 9 (act. 12b, 12c), p. 16 (act. 20), p. 21 (act. 1a), p. 25 (act. 4a, 4b, 4d), p. 33 (act. 13), p. 43 (act. 5a, 5b), p. 45 (act. 8b, 8c), p. 53 (act. 21), p. 67 (act. 4b), p. 75 (act. 14), p. 87 (act. 3a, 3b), p. 88 (act. 4b), p. 89 (act. 4c), p. 102 (act. 1a, 1b), p. 105 (act. 1a), p. 118 (act. 19), p. 127 (act. 3a, 3b), p. 137 (act. 16b), p. 161 (act. 16), p. 179 (act. 13), p. 199 (act. 10), p. 201 (act. 14)</p>	<p>1) Listening Intermediate Low a) I can identify the topic and related information in short and simple texts, conversations, or presentations on familiar topics when heard, signed, or viewed.</p>
<p>p. 63 (act. 1a, 1b), p. 68 (act. 5b), p. 95 (act. 13), p. 130 (act. 7b, 7c), p. 144 (act. 1a, 1b, 1c), p. 147 (act. 1a, 1b), p. 151 (act. 5b, 5c, 5d, 5e), p. 154 (act. 7a, 7b, 7c), p. 155 (act. 8a), p. 171 (act. 3a, 3b), p. 172 (act. 4b, 4c, 4d), p. 189 (act. 1a, 1b), p. 195 (act. 6a, 6b), p. 211 (act. 5b, 5c, 5d), p. 212 (act. 6a, 6b, 6c), p. 213 (act. 7a, 7b), p. 217 (act. 12), p. 220 (act. 18), p. 231 (act. 1a, 1b), p. 235 (act. 4a, 4b), p. 238 (act. 7a, 7b), p. 239 (act. 7c), p. 247 (act. 23), p. 255 (act. 2d, 2e, 2f, 2g)</p>	<p>Intermediate Mid a) I can identify the topic and related information in texts, spontaneous conversations or presentations on a variety of topics related to everyday life and personal interests and studies when heard, signed or viewed.</p>

	2) Reading
p. 0 (act. 1a), p. 2 (act. 2a, 2b, 2c, 2d), p. 4 (act. 4a, 4b), p. 7 (act. 7a, 7b, 7c), p. 8 (act. 9), p. 10 (act. 13a), p. 11 (act. 14a, 14b, 14c), p. 12 (act. 15a), p. 13 (act. 16a), p. 14 (act. 17a, 17b), p. 15 (act. 18a), p. 16 (act. 19a, 19b), p. 17 (act. 21a, 21b), p. 23 (act. 2a, 2c, Culture) , p. 24 (act. 3a, 3b, 3c), p. 41 (act. 2a, 2b), p. 42 (act. 4a, 4b), p. 45 (act. 8a), p. 61 (act. 1a, 1b, 1c), p. 65 (act. 2a, 2b, Culture), p. 67 (act. 3b, 3c, 4a), p. 69 (act. 5c, 8a), p. 85 (act. 1a, 1b, 1c, Culture), p. 86 (act. 2a), p. 87 (act. 2b), p. 88 (act. 4a), p. 95 (act. 12), p. 107 (act. 2a, 2b, Culture), p. 108 (act. 3b, 3c), p. 109 (act. 4a), p. 110 (act. 6a, 6b), p. 125 (act. 1a, 1b, 1c, Culture), p. 127 (act. 2a, 2b), p. 128 (act. 4a, 4b), p. 129 (act. 5a, culture), p. 131 (act. 8a), p. 137 (act. 16a), p. 149 (act. 2a, 2b, Culture, Comparaison culturelle), p. 150 (act. 3a, 3b), p. 151 (act. 5a), p. 155 (act. 9a), p. 191 (act. 2a, 2b, culture), p. 195 (act. 5b, 5c), p. 207 (act. 1a, 1c, culture), p. 236 (act. 5a), p. 253 (act. 1a, 1b, culture)	<p>Intermediate Low</p> <p>a) I can identify the topic and related information in short and simple texts, on familiar topics, when read.</p>
p. 27 (act. 5b, 5c), p. 28 (act. 6, 7), p. 39 (act. 1a, 1b, Culture), p. 44 (act. 7a, 7b, 7c, Culture), p. 46 (act. 9, 10), p. 68 (act. 5a), p. 70 (act. 9a, 9b), p. 71 (act. 10a, 10b), p. 72 (act. 11a, 11b), p. 90 (act. 5), p. 111 (act. 7a), p. 112 (act. 8, 9), p. 132 (act. 9, 10), p. 156 (act. 10), p. 169 (act. 1a, 1b, Culture, Comparaison culturelle), p. 170 (act. 2a, 2b, 2c), p. 173 (act. 5b, 5c, 5d), p. 174 (act. 6, 7), p. 186 (act. 1a), p. 187 (act. 1b), p. 193 (act. 3a, 3b, 3c, 3d), p. 195 (act. 5c), p. 196 (act. 7, 8), p. 207 (act. 1c, Culture), p. 208 (act. 2a, 2b), p. 209 (act. 2d, 3a), p. 210 (act. 4a, 4b, 4c), p. 211 (act. 5a), p. 212 (act. Culture), p. 213 (act. 7c, 8), p. 214 (act. 9), p. 217 (act. 12), p. 229 (act. 1a, 1b), p. 233 (act. 2a, 2b, culture), p. 235 (act. 3a, 3b), p. 237 (act. 5b, 5c, 5d, 6), p. 238 (act. Culture), p. 240 (act. 8, 9), p. 253 (act. Culture, Connexion), p. 256 (act. 3a), p. 257 (act. 3b, 3c, 3d, Culture, 4a, 4b), p. 258 (act. 5), p. 271 (act. 1a, 1b, 1c, 1d)	<p>Intermediate Mid</p> <p>a) I can identify the topic and related information in texts on a variety of topics related to everyday life and personal interests and studies when viewed or read.</p>

	<p>2. Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>
<p>p. 0 (act. 1b), p. 4 (act. 4c), p. 8 (act. 11), p. 9 (act. 12d), p. 10 (act. 13b), p. 11 (act. 14e, 14f), p. 12 (act. 15b), p. 14 (act. 17c), p. 15 (act. 18b, 18c), p. 21 (act. 1a), p. 23 (act. 2b), p. 25 (act. 4c, 4d), p. 27 (act. 5a, 5d, 5e), p. 29 (act. 8), p. 31 (act. 9, 10, 11, 12), p. 33 (act. 13, 14, 15), p. 36 (act. Mon lexique), p. 39 (act. 1a, 1c, Culture), p. 41 (act. 2c, 2d, 2e, 2f, 3), p. 42 (act. 4c, 4d), p. 43 (act. 5c, 5d, 6a, 6b, 6c), p. 44 (act. Culture), p. 45 (act. 8d), p. 46 (act. 11), 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. 57 (act. Mini-projet 2), p. 58 (act. Projet final), p. 60 (act. 3), p. 67 (act. 3a, 3c, 3d, 4a), p. 68 (act. 5a), p. 69 (act. 5c), p. 70 (act. 9c), p. 71 (act. 10c, 10d), p. 73 (act. 13), p. 75 (act. 15, 16, 17, 18), p. 77 (act. 18, 19, 20, 21), p. 79 (act. 22, 23, 24, 25), p. 82 (act. Mon lexique), p. 87 (act. 2c, 3c), p. 89 (act. 4d, 4e), p. 95 (act. 10, 11, 12, 13), p. 99 (act. Projet final), p. 103 (act. 3), p. 109 (act. 4b, 4c, 5), p. 110 (act. 6c, 6d), 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. 24, Mon lexique), p. 125 (act. 1d), p. 127 (act. 2d), p. 128 (act. 4c), p. 129 (act. 5a, 5b, 5c), p. 130 (act. 7d), p. 133 (act. 11), p. 134 (act. 12, 13, 14), p. 136 (act. 15), p. 137 (act. 17, 18, 19), p. 140 (act. 20), p. 141 (act. Mini-projet 2), p. 142 (act. Projet final), p. 145 (act. 2), p. 153 (act. 6b, 6c), p. 155 (act. 8b), p. 159 (act. 13, 14, 15), p. 161 (act. 17, 18, 19), p. 163 (act. 20, 21, 22), p. 166 (act. Mon lexique), p. 179 (act. Mon lexique), p. 195 (act. 5c), p. 205 (act. Mini-projet 1)</p>	

<p>p. 0 (act. 1b), p. 3 (act. 3a, 3c), p. 9 (act. 12a), p. 12 (act. 15c, 15d), p. 13 (act. 16b, 16c), p. 16 (act. 19c), p. 25 (act. 4e), p. 33 (act. 16), p. 47 (act. 12), p. 69 (act. 6, 8b), p. 82 (act. 26), p. 85 (act. Comparaison culturelle), p. 87 (act. 2d), p. 90 (act. 6), p. 93 (act. 7, 8, 9), p. 98 (act. 14, Mon lexique), p. 105 (act. 1b), p. 107 (act. 2c, Comparaison culturelle), p. 108 (act. 3a, 3d), p. 110 (act. 6e), p. 127 (act. 2c, 2e, 3c), p. 130 (act. 7a), p. 149 (act. 2c), p. 193 (act. 3e), p. 195 (act. 5a), p. 250 (act. Mon lexique)</p>	<p>Intermediate Low</p> <p>b) I can handle short social interactions in everyday situations by asking and answering simple questions.</p>
<p>p. 89 (act. 4f), p. 131 (act. 8c), p. 151 (act. 5f), p. 161 (act. 23), p. 170 (act. 2d), p. 173 (act. 5a), p. 177 (act. 9, 10, 11, 12), p. 179 (act. 14, 15, 16), p. 182 (act. 17), p. 184 (act. Projet final), p. 187 (act. 2), p. 189 (act. 1b), p. 195 (act. 6d), p. 199 (act. 12), p. 201 (act. 15), p. 207 (act. 1a, 1b, Comparaison culturelle), p. 209 (act. 2d, 3a), p. 212 (act. 6a, 6b, 6c, 6c, 6e, Comparaison culturelle), p. 213 (act. 7c, 7d), p. 214 (act. 10), p. 217 (act. 13, 14), p. 218 (act. 16, 17), p. 226 (act. Projet final), p. 229 (act. 3), p. 231 (act. 1b), p. 236 (act. 5a), p. 239 (act. 7d, 7f), p. 242 (act. 11a, 11b), p. 243 (act. 12, 13, 14), p. 245 (act. 16, 17, 18, 19, 20), p. 247 (act. 21, 22, 23), p. 250 (act. Mini-projet 1), p. 253 (act. 1c), p. 254 (act. 2a, 2b, 2c), p. 257 (act. 3e, 3f), 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. 267 (act. Mini-projet 2), p. 268 (act. Projet final)</p>	<p>Intermediate Mid</p> <p>a) I can participate in conversations on familiar topics using sentences and series of sentences.</p>

p. 150 (act. 4), p. 153 (act. 6d), p. 154 (act. 7d), p. 155 (act. 9a), p. 156 (act. 11), p. 166 (act. 24), p. 172 (act. 4a, 4e), p. 174 (act. 7), p. 175 (act. 8), p. 184 (act. Projet final), p. 187 (act. 2), p. 193 (act. 4), p. 197 (act. 9), p. 199 (act. 11, 13a, 13b), p. 201 (act. 16, 17), p. 208 (act. 2c), p. 212 (act. 6d), p. 215 (act. 11), p. 217 (act. 15), p. 220 (act. 19a, 19b, 20), p. 221 (act. 21, 22, 23), p. 235 (act. 3d), p. 238 (act. Culture, Connexions), p. 239 (act. 7e), p. 241 (act. 10), p. 242 (act. 11c), p. 243 (act. 15), p. 250 (act. 24), p. 255 (act. 2h), p. 268 (act. Projet final), p. 271 (act. 3)	Intermediate Mid b) I can handle short social interactions in everyday situations by asking and answering a variety of questions.
p. 171 (act. 3c, 3d), p. 195 (act. 6d), p. 224 (act. 24), p. 233 (act. 2c), p. 235 (act. 3c)	Intermediate Mid c) I can usually say or sign what I want to about myself and my everyday life.
	3. Presentational Communication
	1) Speaking / Signing
p. 5 (act. 6), p. 31 (act. 12), p. 37 (act. Mini-projet 1), p. 44 (act. 7d), p. 57 (act. Mini-projet 2)	Intermediate Low a) I can present information on most familiar topics that relate to me and my immediate environment in a variety of settings, using a series of simple sentences, sometimes relying upon clarification and circumlocution.
p. 7 (act. 8), p. 33 (act. 17), p. 36 (act. 18), p. 47 (act. C'est vous les reporters!), p. 58 (act. Projet final), p. 67 (act. 3c), p. 73 (act. C'est vous les reporters!), p. 99 (act. Mini-projet 2), p. 133 (act. C'est vous les reporters!), p. 145 (act. 3), p. 175 (act. C'est vous les reporters!), p. 239 (act. 7f), p. 254 (act. 2a)	Intermediate Low b) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.
p. 83 (act. Mini-projet 1), p. 142 (act. Projet final), p. 167 (act. Mini-projet 1), p. 173 (act. 5e), p. 183 (act. Mini-projet 2), p. 187 (act. 3), p. 197 (act. C'est vous les reporters!), p. 205 (act. Mini-projet 1), p. 209 (act. 2e), p. 241 (act. 10, C'est vous les reporters!), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final), p. 271 (act. 2)	Intermediate Mid a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.
p. 183 (act. Mini-projet 2), p. 187 (act. 3), p. 263 (act. 15)	Intermediate Mid b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.

2) Writing	
p. 5 (act. 5), p. 7 (act. 7d), p. 10 (act. 13b), p. 17 (act. 21c), p. 24 (act. 3d), p. 27 (act. 5f), p. 53 (act. 23), p. 56 (act. 24), p. 58 (act. Projet final), p. 60 (act. 2), p. 67 (act. 4c), p. 103 (act. 2)	Intermediate Low a) I can compose brief pieces about most familiar topics and present information using a series of simple sentences.
p. 8 (act. 10), p. 28 (act. 7), p. 29 (act. C'est vous les reporters!), p. 31 (act. 12), p. 36 (act. 18), p. 61 (act. 2), p. 69 (act. 7), p. 71 (act. 10d), p. 99 (act. Projet final), p. 113 (act. C'est vous les reporters!), p. 123 (act. Mini-Projet 1), p. 130 (act. 7d), p. 141 (act. Mini-projet 2), p. 145 (act. 3), p. 193 (act. 3f), p. 251 (Mini-Projet 1)	Intermediate Low b) I can present information, raise awareness, and express personal preferences in culturally accepted ways.
p. 45 (act. 8e), p. 91 (act. C'est vous les reporters!), p. 184 (act. Projet final), p. 204 (act. 18), p. 205 (act. Mini-projet 1), p. 209 (act. 3b), p. 250 (act. Mini-projet 1), p. 255 (act. 2i), p. 258 (act. 6), p. 259 (act. C'est vous les reporters!), p. 267 (act. Mini-projet 2)	Intermediate Mid a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases while relying on visual aids.
p. 131 (act. 8b, 8c), p. 157 (act. 12, C'est vous les reporters!), p. 170 (act. 2e), p. 175 (act. C'est vous les reporters!), p. 184 (act. Projet final), p. 215 (act. C'est vous les reporters!), p. 221 (act. 23), p. 224 (act. Mon lexique), p. 225 (act. Mini-projet 2), p. 226 (act. Projet final), p. 229 (act. 2), p. 237 (act. 6b), p. 241 (act. C'est vous les reporters!), p. 255 (act. 2i), p. 257 (act. 3f)	Intermediate Mid b) I can reproduce some familiar words, characters, or phrases in culturally accepted ways.
Goal 2: Culture <i>Interact with Cultural Competence and Understanding.</i>	
	1. Relating Cultural Practices to Perspectives <i>Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i>
p. 21 (act. 1a), p. 71 (act. 10a, 10b, 10d), p. 86 (act. 2a), p. 87 (act. 2b, 2c, 2d, 3a, 2b), p. 125 (act. 1a, 1b, 1c, 1d, Culture), p. 127 (act. 2a, 2b, 2e, 3a, 3b, 3c), p. 128 (act. 4a, 4b, 4c), p. 130 (act. 7a, 7b, 7c, 7d), p. 141 (act. Mini-projet 2), p. 142 (act. Projet final), p. 144 (act. 1a. 1b. 1c), p. 145 (act. 2, 3)	Intermediate a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.

<p>p. 71 (act. 10b, 10d), p. 85 (act. 1a, 1b, 1c, Culture), p. 88 (act. 4a, 4b), p. 89 (act. 4c, 4e), p. 90 (act. 5, 6), p. 91 (act. C'est vous les reporters!), p. 99 (act. Projet final), p. 102 (act. 1a, 1b), p. 145 (act. 2, 3), p. 147 (act. 1b)</p>	<p>Intermediate</p> <p>b) I can explain different traditions and customs of the target cultures in simple terms.</p>
<p>p. 23 (act. 2a, 2b, 2b, Culture), p. 25 (act. 4a, 4b, 4d, 4e), p. 88 (act. 4a, 4b), p. 89 (act. 4c, 4e), p. 125 (act. 1a, 1b, 1c, 1d, Culture), p. 127 (act. 2a, 2b, 2e, 3a, 3b, 3c), p. 128 (act. 4a, 4b, 4c), p. 130 (act. 7a, 7b, 7c, 7d), p. 132 (act. 9, 10), p. 133 (act. 11), p. 140 (act. 20), p. 141 (act. Mini-projet 2), p. 142 (act. Projet final), p. 144 (act. 1a, 1b, 1c), p. 145 (act. 2, 3), p. 197 (act. 9, C'est vous les reporters!), p. 224 (act. Mon lexique), p. 226 (act. Projet final), p. 229 (act. 1a, 1b, 2, 3)</p>	<p>Intermediate</p> <p>c) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.</p>
<p>p. 25 (act. 4a, 4b, 4d, 4e), p. 71 (act. 10a, 10b, 10d), p. 108 (act. 3b, 3c, 3d), p. 125 (act. 1a, 1b, 1c, 1d, Culture), p. 127 (act. 2a, 2b, 2e, 3a, 3b, 3c), p. 128 (act. 4a, 4b, 4c), p. 130 (act. 7a, 7b, 7c, 7d), p. 144 (act. 1a, 1b, 1c), p. 145 (act. 2, 3), p. 196 (act. 7, 8), p. 207 (act. 1a, 1c, Culture), p. 208 (act. 2a, 2b), p. 212 (act. 6a, 6b, 6c, 6c), p. 213 (act. 7a, 7b, Culture, 8), p. 225 (act. Mini-projet 2), p. 231 (act. 1a, 1b)</p>	<p>Intermediate</p> <p>d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.</p>
<p>p. 87 (act. 2c, 2d, 3a, 3b, 3c), p. 145 (act. 2)</p>	<p>Intermediate</p> <p>e) I can discuss and evaluate some commonly held generalizations about the target culture.</p>
<p>2. Relating Cultural Products to Perspectives <i>Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i></p>	
<p>p. 0 (act. 1a), p. 8 (act. 9, 10), p. 21 (act. 1a), p. 28 (act. 6), p. 29 (act. 8), p. 63 (act. 1a, 1b), p. 65 (act. 2b), p. 67 (act. 3a, 3b, 3d, 4a, 4b, 4c), p. 69 (act. Culture, 8a), p. 91 (act. C'est vous les reporters!), p. 105 (act. 1a), p. 112 (act. 8, 9), p. 147 (act. 1a, 1b), p. 197 (act. 9, C'est vous les reporters!), p. 214 (act. 10), p. 240 (act. 9, 10), p. 259 (act. C'est vous les reporters!), p. 263 (act. 15), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final), p. 271 (act. 1a, 1b, 1c, 1d)</p>	<p>Intermediate</p> <p>a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.</p>

p. 196 (act. 7), p. 214 (act. 9), p. 225 (act. Mini-projet 2), p. 240 (act. 8, 9), p. 258 (act. 5, 6), p. 267 (act. Mini-projet 2)	<p>Intermediate</p> <p>b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target language communities.</p>
	<p>Intermediate</p> <p>c) I can identify and explain the influence of the target language and cultures on the products of my own culture</p>
p. 0 (act. 1a), p. 4 (act. 4a, 4b, 4c), p. 28 (act. 6), p. 105 (act. 1a), p. 147 (act. 1a), p. 231 (act. 1a, 1b)	<p>Intermediate</p> <p>d) I can explain how geography impacts the products of diverse target-language communities.</p>
p. 0 (act. 1a), p. 2 (act. 2a, 2b, 2c, 2d), p. 7 (act. 7a, 7b, 7c), p. 39 (act. 1a, 1b, Culture), p. 41 (act. 2a, 2b, 2c), p. 44 (act. 7a, 7b, 7c, Culture), p. 46 (act. 9, 10), p. 69 (act. Culture, 8a, 8b), p. 91 (act. C'est vous les reporters!), p. 107 (act. 2a, Culture), p. 109 (act. 4a), p. 110 (act. 6a, 6b, 6c), p. 189 (act. 1a, 1b), p. 214 (act. 9), p. 258 (act. 5, 6), p. 259 (act. C'est vous les reporters!), p. 263 (act. 15), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final), p. 271 (act. 1a, 1b, 1c, 1d)	<p>Intermediate</p> <p>e) I can identify the target cultures' basic perspectives through art, literature, music, dance, or other means of cultural expression.</p>

	<p>Goal 3: Connections</p> <p><i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</i></p>
	<p>1. Making Connections</p> <p><i>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p>
p. 0 (act. 1a, 1b), p. 238 (act. Connexions), p. 253 (act. Connexions), p. 254 (act. 2c)	<p>Intermediate</p> <p>a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.</p>
p. 28 (act. 6), p. 125 (act. 1a, 1b, 1c, 1d, Culture), p. 127 (act. 2a, 2b, 2e, 3a, 3b, 3c), p. 128 (act. 4a, 4b, 4c), p. 130 (act. 7a, 7b, 7c, 7d), p. 141 (act. Mini-projet 2), p. 147 (act. 1a, 1b), p. 254 (act. 2a, 2b), p. 255 (act. 2d, 2e, 2f), p. 256 (act. 3a), p. 257 (act. 3b, 3c, 3d, Culture, 4a, 4b), p. 258 (act. 5, 6), p. 259 (act. C'est vous les reporters!), p. 263 (act. 15), p. 266 (act. 16), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final), p. 271 (act. 1a, 1b, 1c, 1d, 2, 3)	<p>Intermediate</p> <p>b) I can apply information gathered through target language resources to other content areas in order to supplement learning.</p>

	<p>2. Acquiring Information and Diverse Perspectives <i>Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.</i></p>
p. 73 (act. C'est vous les reporters!), p. 88 (act. 4a), p. 83 (act. Mini-projet 1), p. 91 (act. C'est vous les reporters!), p. 99 (act. Projet final), p. 113 (act. C'est vous les reporters!), p. 175 (act. C'est vous les reporters!), p. 197 (act. C'est vous les reporters!), p. 259 (act. C'est vous les reporters!)	Intermediate a) I can seek out authentic target-language sources, analyze the content, and acquire unique information available only through the target language and its cultures.
p. 24 (act. 3a, 3b, 3c), p. 25 (act. 4a), p. 39 (act. 1a), p. 44 (act. 7a), p. 65 (act. 2a), p. 71 (act. 10a, 10b), p. 107 (act. 2a), p. 109 (act. 4a), p. 110 (act. 6a, 6b, 6c), p. 125 (act. 1a), p. 127 (act. 2a, 2b, 2c), p. 128 (act. 4a, 4b), p. 144 (act. 1a, 1b, 1c), p. 152 (act. 6a), p. 154 (act. 7a, 7b, 7c), p. 169 (act. 1a), p. 173 (act. 5a, 5b, 5c, 5d), p. 186 (act. 1a), p. 187 (act. 1b), p. 191 (act. 2a, 2b), p. 207 (act. 1), p. 211 (act. 5a, 5b, 5c), p. 212 (act. 6a), p. 233 (act. 2a), p. 236 (act. 5a), p. 240 (act. 9), p. 253 (act. 1a), p. 256 (act. 3a), p. 257 (act. 3b, 3c, 3d), p. 271 (act. 1a, 1b, 1c, 1d)	Intermediate b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.

	<p>Goal 4: Comparisons <i>Develop insight into the nature of language and culture in order to interact with cultural competence.</i></p>
	<p>1. Language Comparisons <i>Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p>
p. 72 (act. 11), p. 90 (act. 6)	Intermediate a) I can explore the historical and cultural reasons for cognates and borrowed words in a variety of settings when I have reached the Intermediate High level.
	Intermediate b) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.

p. 72 (act. 11), p. 90 (act. 6), p. 115 (act. 11), p. 245 (act. 20)	<p>Intermediate</p> <p>c) I can compare and contrast structural patterns of the target to structural patterns in my own language forms in a variety of settings, and when I have reached the Intermediate High Level, I can analyze and explain how time frames are expressed in a variety of settings.</p>
p. 90 (act. 6)	<p>Intermediate</p> <p>d) When I have reached the Intermediate High Level, I can discuss and analyze idiomatic expressions as well as their evolutions and origins and use appropriate ones in limited settings.</p>
	<p>2. Cultural Comparisons</p> <p>Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
p. 86 (act. 2a), p. 87 (act. 2b, 2c, 2d, 3a, 3b, 3c), p. 98 (act. 14, Mon lexique)	<p>Intermediate</p> <p>a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.</p>
p. 31 (act. 12), p. 44 (act. Culture), p. 65 (act. Culture), p. 85 (act. Comparaison culturelle), p. 89 (act. 4f), p. 90 (act. 6), p. 99 (act. Mini-projet 2), p. 103 (act. 3), p. 107 (act. Comparaison culturelle), p. 130 (act. 7a), p. 149 (act. Comparaison culturelle), p. 169 (act. Comparaison culturelle)	<p>Intermediate</p> <p>b) I can explore, explain and reflect on intercultural similarities and differences in cultures' practices and products, leading to an understanding of perspectives of the target cultures in a variety of settings, using simple description and advancing to more complex language with the help of appropriate scaffolding as proficiency develops.</p>
	<p>Intermediate</p> <p>c) I can explain how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures in a variety of settings.</p>
p. 207 (act. 1a, 1c, Comparaison culturelle), p. 211 (act. 5d), p. 212 (act. Comparaison culturelle), p. 213 (act. 8)	<p>Intermediate</p> <p>d) I can take the perspective of those from different cultures to build empathy.</p>

	<p>Goal 5: Communities <i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</i></p>
	<p>1. Schools and Global Communities <i>Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</i></p>
p. 29 (act. C'est vous les reporters!), p. 60 (act. 2), p. 83 (act. Mini-projet 1), p. 113 (act. C'est vous les reporters!), p. 183 (act. Mini-projet 2), p. 187 (act. 3), p. 193 (act. 4), p. 197 (act. C'est vous les reporters!), p. 241 (act. C'est vous les reporters!), p. 271 (act. 2)	Intermediate a) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial.
p. 24 (act. 3d), p. 37 (act. Mini-projet 1), p. 41 (act. 3), p. 47 (act. C'est vous les reporters!), p. 113 (act. C'est vous les reporters!), p. 123 (act. Mini-projet 1), p. 167 (act. Mini-projet 1), p. 183 (act. Mini-projet 2), p. 187 (act. 3), p. 193 (act. 4), p. 197 (act. C'est vous les reporters!), p. 204 (act. 18), p. 263 (act. 15), p. 271 (act. 2, 3)	Intermediate b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.
p. 29 (act. C'est vous les reporters!), p. 60 (act. 2), p. 271 (act. 3)	Intermediate c) I can communicate on a personal level with a native speaker.
p. 99 (act. Projet final), p. 130 (act. 7d), p. 141 (act. Mini-projet 2), p. 250 (act. Mini-projet 1), p. 267 (act. Mini-projet 2), p. 268 (act. Projet final)	Intermediate d) I can take part in target-language-related activities to benefit my school and/or community.
	<p>2. Lifelong Learning <i>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</i></p>
p. 24 (act. 3d), p. 37 (act. Mini-projet 1), p. 47 (act. C'est vous les reporters!), p. 60 (act. 2), p. 113 (act. C'est vous les reporters!), p. 183 (act. Mini-projet 2), p. 187 (act. 3), p. 193 (act. 4), p. 271 (act. 2)	Intermediate a) I can demonstrate a willingness to interact with native speakers.
p. 91 (act. C'est vous les reporters!), p. 99 (act. Projet final), p. 225 (act. Mini-projet 2)	Intermediate b) I can discover and explore a variety of entertainment sources representative of the target cultures.
p. 113 (act. C'est vous les reporters!), p. 141 (act. Mini-projet 2), p. 145 (act. 2, 3), p.	Intermediate c) I can identify current topics or events of interest within the target cultures.

197 (act. C'est vous les reporters!), p. 204 (act. 18)	
p. 255 (act. 2i), p. 259 (act. C'est vous les reporters!), p. 263 (act. 15), p. 267 (act. Mini-projet 2)	Intermediate d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.