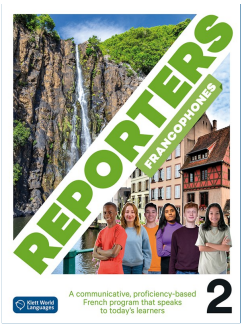
CORRELATIONS TO THE MARYLAND WORLD-READINESS STANDARDS

Klett World Languages



REPORTERS FRANCOPHONES 2

LEVEL: NOVICE HIGH TO INTERMEDIATE LOW

Maryland World-Readiness Standards for Learning Languages

STANDARD 1: COMMUNICATION

Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

1.a Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

C'EST REPARTI!: p. 0 (act. 1b), p. 2 (act. 2a, 2c), p. 3 (act. 3a-d), p. 5 (act. 4b, 4c), p. 6 (act. 6a, 6b), p. 7 (act. 7a-c), p. 8 (act. 8b), p. 9 (act. 9a-c, 10a), p. 10 (act. 11b-c), p. 11 (act. 11d, 12b), p. 12 (act. 13a-c), p. 13 (act. 14a, 14c), p. 14 (act. 15b, 15c), p. 15 (act. 16, 17b, 18), p. 16 (act. 19, 20), p. 17 (act. 21b, 21c, 22), p. 18 (*Le jeu de l'oie*)

UNITÉ 1: p. 21 (act. 1b), p. 23 (act. 2a-b, 2d), p. 24 (act. 3a-b), p. 25 (act. 4a-e, 5), p. 26 (act. 6a-e), p. 27 (act. 7a-c, 8), p. 29 (act. 11), p. 30 (act. 12, 13), p. 31 (act. 14, 15), p. 33 (act. 16-18), p. 36 (act. 19-22), p. 39 (act. 1a, 1b, 1c), p. 41 (act. 2b-f, 3b), p. 42 (act. 4a-c), p. 43 (act. 5, 6a, 6b), p. 44 (act. 7a), p. 45 (act. 7c, 8b, 8c, 9), p. 46 (act. 11, 12), p. 47 (act. 13), p. 48 (act. 14, 15, 16), p. 49 (act. 17), p. 50 (act. 18, 19), p. 51 (act. 20-22), p. 52 (act. 23, 24), p. 53 (act. 25a, 25b, 26), p. 56 (act. 27, 28), p. 57 (*Mini-projet 2*), p. 58 (*Projet final*), p. 61 (act. 1c, 3)

UNITÉ 2: p. 63 (act. 1b), p. 65 (act. 2a, 2b), p. 67 (act. 3a-c, 4a), p. 68 (act. 5b), p. 69 (act. 6a-c), p. 70 (act. 7b-c), p. 71 (act. 7d, 7e, 8b), p. 73 (act. 11), p. 74 (act. 12), p. 75 (act. 13-14), p. 76 (act. 15, 16), p. 77 (act. 17, 18), p. 80 (act. 19, 20, 21), p. 83 (act. 1a-c), p. 85 (act. 2a-c, 3), p. 87 (act. 4a-d, 5), p. 88 (act. 7), p. 89 (act. 8), p. 90 (act. 9, *Grammaire 1*), p. 91 (act. 10-13), p. 93 (act. 14-16), p. 94 (act. 17, 18b, 19, 20), p. 95 (act. 21, 22, 23), p. 98 (act. 24-26), p. 99 (*Mini-projet 2*), p. 100 (*Projet final*), p. 103 (act. 1b, 1c, 2)

UNITÉ 3: p. 105 (act. 1a, 1b), p. 107 (act. 2a-c), p. 108 (act. 3a), p. 109 (act. 3b, 3c, 4a, 4c, 4d), p. 110 (act. 5a-c), p. 111 (act. 6b, 6c), p. 112 (act. 7, 8), p. 114 (*Grammaire*, 1), p. 115 (act. 10, 11), p. 116 (act. 12, 13, 14), p. 117 (act. 15-18), p. 119 (act. 19, 21-23), p. 122 (act. 24-26), p. 125 (act. 1a, 1c), p. 126 (act. 2a), p. 127 (act. 2d, 2e, 2f, 3), p. 129 (act. 4a, 4c, 5a, 5b), p. 131 (act. 6a, 6d, 7b), p. 135 (act. 10-12), p. 136 (act. 13-15), p. 137 (act. 16-18), p. 140 (act. 19-22), p. 145 (act. 1a-c, 3)

UNITÉ 4: p. 147 (act. 1b), p. 149 (act. 2a-c), p. 150 (act. 3b, 4), (act. 5c-d), p. 152 (act. 6a, 6b), p. 153 (act. 6d, 7a-c), p. 154 (act. 8a), p. 155 (act. 8c-d), p. 157 (act. 11), p. 159 (act. 12-15), p. 160 (act. 16-18), p. 161 (act. 19, 20), p. 163 (act. 21-24), p. 166 (act. 25-28), p. 169 (act. 1a-c), p. 170 (act. 2a-b, 4), p. 171 (act. 3a, 3c), p. 172 (act. 4a, 4b, 5), p. 173 (act. 6a-d), p. 174 (act. 8), p. 176 (act. 9), p. 177 (act. 10-12), p. 179 (act. 13-16), p. 182 (act. 17-19), p. 186 (act. 1a, 1c), p. 187 (act. 1d, 2)

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UNITÉ 5: p. 189 (act. 1a-b), p. 191 (act. 2a, 2c, *Culture*), p. 192 (act. 3a-c), p. 193 (act. 4, 5), p. 194 (act. 6b, 6c), p. 195 (act. 7b-d), p. 196 (act. 8b-e), p. 197 (act. 9b-e), p. 198 (act. 10, 11), p. 199 (act. 12), p. 200 (act. 13-15), p. 201 (act. 16), p. 202 (act. 17, 18), p. 203 (act. 19-22), p. 205 (act. 23-25), p. 208 (act. 26, 27, 28), p. 211 (act. 1a-c), p. 212 (act. 2c, 2d), p. 213 (act. 3a-c, 4), p. 214 (act. 5a-c), p. 215 (act. 6a, 6b, 6d), p. 216 (act. 8), p. 217 (act. 9), p. 218 (act. 10, 11), p. 219 (act. 12), p. 220 (act. 13, 14), p. 221 (act. 15-17), p. 224 (act. 18-21), p. 228 (act. 1a-c), p. 229 (act. 2)

UNITÉ 6: p. 231 (act. 1a-b), p. 233 (act. 2a-b), p. 235 (act. 3a-d), p. 236 (act. 4a-b), p. 237 (act. 4d-e, 5a-b), p. 238 (act. 7), p. 239 (act. 8), p. 240 (act. 9, 10), p. 241 (act. 11), p. 242 (act. 12, 13), p. 243 (act. 14-16), p. 246 (act. 17, 18), p. 249 (act. 1a-c), p. 250 (act. 2a-c), p. 251 (act. 3a-c, 4), p. 253 (act. 5b, 6a-c), p. 254 (act. 7a, 7c, 7d), p. 255 (act. 7e, 8a-d), p. 256 (act. 10), p. 259 (act. 11-13), p. 260 (act. 14-18), p. 261 (act. 19-22), p. 262 (act. 23), p. 263 (act. 24-28), p. 266 (act. 29-31), p. 267 (*Mini-projet 2*), p. 271 (act. 1d, 2)

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

C'EST REPARTI!: p. 0 (act. 1a), p. 2 (act. 2a, 2b, 2c), p. 3 (act. 3a), p. 4 (act. 4a), p. 5 (act. 4b-c), p. 6 (act. 6a, *Culture*), p. 7 (act. 7a, 7b), p. 8 (act. 8a), p. 9 (act. 10b-c), p. 10 (act. 11a-c), p. 11 (act. 12a), p. 13 (act. 14b), p. 14 (act. 15a-b), p. 15 (act. 17a-b), p. 17 (act. 21a-c, 22)

UNITÉ 1: p. 21 (act. 1a, 1b), p. 23 (act. 2a-c, *Culture*), p. 24 (act. 3a-b), p. 25 (act. 4a-c), p. 26 (act. 6a-c), p. 27 (act. 7b), p. 28 (act. 9, 10), p. 39 (act. 1a-c, *Culture*), p. 41 (act. 2a-d, 3a), p. 42 (act. 4a-b), p. 44 (act. 7a), p. 45 (act. 7b-c, 8a-b), p. 46 (act. 10, 11), p. 47 (act. 13), p. 48 (act. 16), p. 52 (act. 23), p. 53 (act. 25a, 25b, 26), p. 56 (act. 27), p. 57 (*Mini-projet 2*), p. 61 (act. 1a-c)

UNITÉ 2: p. 63 (act. 1a-b), p. 65 (act. 2a, 2b, *Culture*), p. 67 (act. 3a, 3b, 4b), p. 68 (act. 5a), p. 69 (act. 6a), p. 70 (act. 7a-c), p. 71 (act. 7d, 8a), p. 72 (act. 9, 10), p. 74 (act. 12), p. 76 (act. 15), p. 77 (act. 17), p. 83 (act. 1a-c, *Culture*), p. 85 (act. 2a), p. 87 (act. 4a, 4c), p. 88 (act. 6, 7), p. 89 (act. 8, *C'est vous les reporters!*), p. 90 (act. 9), p. 93 (act. 16), p. 94 (act. 18a, 18b), p. 98 (act. 25, 26), p. 102 (act. 1a), p. 103 (act. 1b, 1c)

UNITÉ 3: p. 105 (act. 1a, 1b), p. 107 (act. 2a, 2b, *Culture*), p. 108 (act. 3a), p. 109 (act. 3c, 4a-b, 4d), p. 110 (*Culture*), p. 111 (act. 6a-c), p. 112 (act. 7, 8), p. 113 (act. 9), p. 115 (act. 10), p. 117 (act. 15), p. 117 (act. 9), p. 119 (act. 20), p. 125 (act. 1a-c, *Culture*), p. 126 (act. 2a, 2b), p. 127 (act. 2c, 2d, 2f), p. 129 (act. 4a-c, 5a), p. 131 (act. 6b, 6c, 7a), p. 132 (act. 8, 9), p. 135 (act. 10, 11), p. 145 (act. 1a-c)

UNITÉ 4: p. 147 (act. 1a, 1b), p. 149 (act. 2a-b, *Culture*), p. 150 (act. 3a, 4), p. 151 (act. 5a-c), p. 152 (act. 6a-b), p. 153 (act. 6c, 7a, 7b), p. 154 (act. 8a), p. 155 (act. 8b), p. 156 (act. 9-10), p. 159 (act. 12, 15), p. 160 (act. 18), p. 169 (act. 1a, 1b, *Culture*), p. 170 (act. 2b), p. 171 (act. 3b), p. 172 (act. 4a-b), p. 173 (act. 6a-b, 6d), p. 174 (act. 7, 8), p. 186 (act. 1a-c), p. 187 (act. 1d, 2)

UNITÉ 5: p. 189 (act. 1a-b), p. 191 (act. 2a-c, *Culture*), p. 192 (act. 3a-b), p. 193 (act. 5), p. 194 (act. 6a-b), p. 195 (act. 7a-c), p. 196 (act. 8a-d), p. 197 (act. 9a-d), p. 198 (act. 10, 11), p. 203 (act. 20), p. 208 (act. 27, 28), p. 211 (act. 1a, 1c, *Culture*), p. 212 (act. 2a, 2b, 2c), p. 213 (act. 3a-c), p. 214 (act. 5a, 5b), p. 215 (act. 6a-c), p. 216 (act. 7, 8), p. 219 (act. 12), p. 221 (act. 15), p. 228 (act. 1a-c), p. 229 (act. 2)

UNITÉ 6: p. 231 (act. 1a-b), p. 233 (act. 2a-b, *Culture*), p. 235 (act. 3a-b), p. 236 (act. 4a-c, *Culture*), p. 237 (act. 4d, 5a), p. 238 (act. 6, 7), p. 249 (act. 1a, 1b, *Culture*), p. 250 (act. 2a), p. 252 (act. 5a), p. 253 (act. 5b, 6a, 6b), p. 254 (act. 7a-d), p. 255 (act. 8a-c), p. 256 (act. 9, 10), p. 259 (act. 11), p. 260 (act. 16), p. 270 (act. 1a, 1b), p. 271 (act. 1c, 1d)

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1.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 REPARTI!: p. 5 (act. 5), p. 6 (act. 6c)

UNITÉ 1: p. 29 (*C'est vous les reporters!*), p. 37 (*Mini-projet 1*), p. 47 (*C'est vous les reporters!*), p. 58 (*Projet final*), p. 61 (act. 2)

UNITÉ 2: p. 67 (act. 4c), p. 73 (*C'est vous les reporters!*), p. 81 (*Mini-projet 1*), p. 89 (*C'est vous les reporters!*), p. 99 (*Mini-projet 2*), p. 100 (*Projet final*), p. 103 (act. 3)

UNITÉ 3: p. 113 (*C'est vous les reporters!*), p. 123 (*Mini-projet 1*), p. 125 (act. 1d), p. 129 (act. 4d), p. 133 (*C'est vous les reporters!*), p. 141 (*Mini-projet 2*), p. 142 (*Projet final*), p. 145 (act. 2a, 2b)

UNITÉ 4: p. 157 (*C'est vous les reporters!*), p. 167 (*Mini-projet 1*), p. 170 (act. 2c), p. 175 (*C'est vous les reporters!*), p. 183 (*Mini-projet 2*), p. 184 (*Projet final*), p. 187 (act. 3)

UNITÉ 5: p. 199 (*C'est vous les reporters!*), p. 209 (*Mini-projet 1*), p. 217 (*C'est vous les reporters!*), p. 225 (*Mini-projet 2*), p. 226 (*Projet final*), p. 229 (act. 3)

UNITÉ 6: p. 239 (*C'est vous les reporters!*), p. 247 (*Mini-projet 1*), p. 257 (*C'est vous les reporters!*), p. 267 (*Mini-projet 2*), p. 268 (*Projet final*), p. 271 (act. 3)

STANDARD 2: CULTURES
Interact with cultural competence and understanding.

2.a 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 REPARTI!: p. 3 (act. 3a-d), p. 13 (act. 14c), p. 14 (act. 15a), p. 15 (act. 18), p. 17 (act. 22)

UNITÉ 1: p. 23 (act. 2b, *Culture*), p. 27 (act. 7b), p. 39 (act. 1a, 1c, *Culture*), p. 41 (act. 2a-c, 3a), p. 44 (act. 7a), p. 45 (act. 7b)

UNITÉ 2: p. 68 (act. 5a-b), p. 71 (act. 8a), p. 83 (act. 1a-c, *Culture*), p. 85 (act. 2a-c, 3), p. 87 (act. 4a, 4b), p. 99 (*Projet final*)

UNITÉ 3: p. 107 (act. 2a, 2b, *Culture*), p. 108 (act. 3a), p. 109 (act. 3c), p. 125 (*Culture*), p. 127 (act. 2f), p. 129 (act. 5b)

UNITÉ 4: p. 149 (act. 2a-b, *Culture*), p. 152 (act. 6a, 6b), p. 153 (act. 6c, 7a-b), p. 169 (act. 1a, 1b, *Culture*), p. 174 (act. 7, 8)

UNITÉ 5: p. 211 (act. 1a-b), p. 212 (act. 2a-b), p. 214 (act. 5a-c), p. 215 (act. 6a-c)

UNITÉ 6: p. 231 (act. 1a, 1b), p. 233 (act. 2a, 2b, *Culture*), p. 235 (act. 3a, 3d), p. 236 (act. 4a-c, *Culture*), p. 247 (*Mini-projet 1*), p. 249 (act. 1a, 1b, *Culture*), p. 270 (act. 1a, 1b), p. 271 (act. 1d, 2)

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2.b 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.

C'EST REPARTI!: p. 0 (act. 1a, 1b), p. 4 (act. 4a), p. 5 (act. 4b, 4c, 5), p. 6 (act. 6a, 6b, *Culture*), p. 10 (act. 11a-c), p. 16 (act. 19, 20), p. 17 (act. 21a-b)

UNITÉ 1: p. 21 (act. 1a, 1b), p. 23 (act. 2a), p. 28 (act. 10), p. 29 (act. 11), p. 46 (act. 10, 11), p. 47 (act. 13, *C'est vous les reporters!*), p. 58 (*Projet final*), p. 61 (act. 1a, 1c)

UNITÉ 2: p. 63 (act. 1a, 1b), p. 65 (act. 2a, 2b, *Culture*), p. 67 (act. 3a, 3c, 4a-c), p. 72 (act. 9, 10), p. 73 (*C'est vous les reporters!*), p. 88 (act. 6, 7), p. 89 (act. 8, *C'est vous les reporters!*)

UNITÉ 3: p. 105 (act. 1a, 1b), p. 110 (act. 5b, *Culture*), p. 112 (act. 7, 8), p. 113 (act. 9), p. 125 (act. 1a-d, *Culture*), p. 129 (act. 4a-c, 5a, 5b), p. 131 (act. 6a-d, 7a), p. 132 (act. 8, 9), p. 133 (*C'est vous les reporters!*), p. 135 (act. 10), p. 145 (act. 1a-c, 2a, 2b, 3)

UNITÉ 4: p. 147 (act. 1a-b), p. 156 (act. 9, 10), p. 157 (*C'est vous les reporters!*)

UNITÉ 5: p. 189 (act. 1a-b), p. 191 (act. 2a-c, *Culture*), p. 192 (act. 3a, 3b), p. 193 (act. 5), p. 198 (act. 10, 11), p. 199 (act. 12, *C'est vous les reporters!*), p. 205 (act. 25), p. 209 (*Mini-projet 1*), p. 211 (act. 1a-b, *Culture*), p. 216 (act. 7, 8), p. 217 (*C'est vous les reporters!*), p. 228 (act. 1a-c)

UNITÉ 6: p. 231 (act. 1a, 1b), p. 256 (act. 9, 10), p. 257 (*C'est vous les reporters!*)

STANDARD 3: CONNECTIONS

Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

3.a Learners use the language to function in academic and career-related situations.

C'EST REPARTI!: p. 10 (act. 11a)

UNITÉ 1: p. 29 (act. 11, *C'est vous les reporters!*), p. 47 (act. 13, *C'est vous les reporters!*)

UNITÉ 2: p. 67 (act. 4c), p. 70 (act. 7b), p. 73 (*C'est vous les reporters!*), p. 88 (act. 7), p. 89 (act. 8, *C'est vous les reporters!*), p. 103 (act. 3)

UNITÉ 3: p. 109 (act. 3b), p. 113 (*C'est vous les reporters!*), p. 129 (act. 5a), p. 131 (act. 7b), p. 132 (act. 9), p. 133 (*C'est vous les reporters!*), p. 145 (act. 2b)

UNITÉ 4: p. 156 (act. 9), p. 157 (act. 11, *C'est vous les reporters!*), p. 173 (act. 6a), p. 174 (act. 8), p. 175 (*C'est vous les reporters!*)

UNITÉ 5: p. 195 (act. 7d), p. 199 (act. 12, *C'est vous les reporters!*), p. 214 (act. 5c), p. 216 (act. 8), p. 217 (act. 9, *C'est vous les reporters!*), p. 228 (act. 1c)

UNITÉ 6: p. 239 (act. 8, *C'est vous les reporters!*), p. 251 (act. 4), p. 257 (*C'est vous les reporters!*)

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3.b Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

C'EST REPARTI!: p. 4 (act. 4a), p. 10 (act. 11a)

UNITÉ 1: p. 28 (act. 10), p. 29 (act. 11), p. 47 (act. 13, *C'est vous les reporters!*)

UNITÉ 2: p. 65 (act. *Culture*), p. 67 (act. 4c), p. 72 (act. 9, 10), p. 88 (act. 6, 7), p. 89 (act. 8, *C'est vous les reporters!*)

UNITÉ 3: p. 112 (act. 7-8), p. 113 (act. 9, *C'est vous les reporters!*), p. 126 (act. 2b), p. 131 (act. 7b), p. 132 (act. 8), p. 133 (*C'est vous les reporters!*)

UNITÉ 4: p. 156 (act. 9, 10), p. 157 (act. 11, *C'est vous les reporters!*), p. 174 (act. 7, 8)

UNITÉ 5: p. 198 (act. 10, 11), p. 199 (act. 12, *C'est vous les reporters!*), p. 211 (*Culture*), p. 216 (act. 7, 8), p. 217 (act. 9, *C'est vous les reporters!*)

UNITÉ 6: p. 238 (act. 6, 7), p. 239 (act. 8, *C'est vous les reporters!*), p. 251 (act. 4), p. 256 (act. 9, 10), p. 257 (*C'est vous les reporters!*)

3.c Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

C'EST REPARTI!: p. 2 (act. 2a)

UNITÉ 1: p. 23 (act. 2a), p. 39 (act. 1a), p. 47 (act. 13)

UNITÉ 2: p. 65 (act. 2a), p. 70 (act. 7a-c), p. 73 (*C'est vous les reporters!*), p. 83 (act. 1a, 1b), p. 103 (act. 3)

UNITÉ 3: p. 125 (act. 1d), p. 129 (act. 5a), p. 145 (act. 2a)

UNITÉ 4: p. 149 (act. 2a), p. 152 (act. 6a), p. 169 (act. 1a), p. 173 (act. 6a), p. 186 (act. 1a)

UNITÉ 5: p. 195 (act. 7b-d), p. 213 (act. 3a-b), p. 214 (act. 5a-c), p. 215 (act. 6a-c), p. 217 (*C'est vous les reporters!*), p. 228 (act. 1b, 1c)

UNITÉ 6: p. 233 (act. 2a), p. 236 (act. 4a-b), p. 249 (act. 1a), p. 255 (act. 8b, 8c), p. 270 (act. 1a, 1b), p. 271 (act. 1c)

STANDARD 4: COMPARISONS
Learners develop insight into the nature of language and culture in order to interact with cultural competence.

4.a Cultural Competence: Learners interact with cultural competence.

C'EST REPARTI!: p. 7 (act. 7c)

UNITÉ 1: p. 23 (act. 2b, 2c, 2d, *Culture*), p. 27 (act. 27c), p. 28 (act. 9), p. 29 (*C'est vous les reporters!*), p. 39 (act. 1b, *Culture*), p. 41 (act. 2f, 3b), p. 46 (act. 10, 12), p. 56 (act. 28), p. 61 (act. 1b)

UNITÉ 2: p. 65 (act. *Culture*), p. 67 (act. 3b), p. 73 (act. 11), p. 81 (*Mini-projet 1*), p. 87 (act. 4d), p. 90 (*Grammaire 1*)

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UNITÉ 3: p. 107 (act. 2c, *Culture*), p. 110 (*Culture*), p. 113 (*C'est vous les reporters!*), p. 114 (*Grammaire 1*), p. 125 (*Culture*), p. 129 (act. 4c, 4d, 5b), p. 131 (act. 7b)

UNITÉ 4: p. 149 (act. 2c), p. 153 (act. 6d, 7b, 7c), p. 166 (act. 26-28), p. 169 (act. 1c), p. 173 (act. 6a), p. 175 (*C'est vous les reporters!*), p. 186 (act. 1c)

UNITÉ 5: p. 191 (*Culture*), p. 192 (act. 3c), p. 199 (act. 12), p. 208 (act. 27, 28), p. 211 (act. *Culture*), p. 212 (act. 2d), p. 214 (act. 5a, 5c), p. 215 (act. 6d), p. 224 (act. 18)

UNITÉ 6: p. 233 (*Culture*), p. 235 (act. 3a), p. 236 (*Culture*), p. 237 (act. 4e), p. 239 (*C'est vous les reporters!*), p. 249 (act. 1c, *Culture*), p. 255 (act. 8d), p. 271 (act. 3)

4.a 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.

UNITÉ 1: p. 23 (act. 2c, *Culture*), p. 28 (act. 9), p. 39 (act. 1b, *Culture*), p. 46 (act. 10), p. 56 (act. 28), p. 61 (act. 1b)

UNITÉ 2: p. 67 (act. 3b), p. 90 (act. *Grammaire 1*)

UNITÉ 3: p. 114 (*Grammaire 1*)

UNITÉ 4: p. 166 (act. 26, 27, 28), p. 173 (act. 6a), p. 186 (act. 1c)

UNITÉ 5: p. 208 (act. 27, 28), p. 214 (act. 5a), p. 224 (act. 18)

4.b 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.

C'EST REPARTI!: p. 7 (act. 7c)

UNITÉ 1: p. 23 (act. 2b, 2d, *Culture*), p. 27 (act. 27c), p. 29 (*C'est vous les reporters!*), p. 39 (*Culture*), p. 41 (act. 2f, 3b), p. 46 (act. 12)

UNITÉ 2: p. 65 (*Culture*), p. 73 (act. 11), p. 81 (*Mini-projet 1*), p. 87 (act. 4d)

UNITÉ 3: p. 107 (act. 2c, *Culture*), p. 110 (*Culture*), p. 113 (*C'est vous les reporters!*), p. 125 (act. *Culture*), p. 129 (act. 4c, 4d, 5b), p. 131 (act. 7b)

UNITÉ 4: p. 149 (act. 2c), p. 153 (act. 6d, 7b, 7c), p. 169 (act. 1c), p. 175 (*C'est vous les reporters!*)

UNITÉ 5: p. 191 (*Culture*), p. 192 (act. 3c), p. 199 (act. 12), p. 211 (*Culture*), p. 212 (act. 2d), p. 214 (act. 5c), p. 215 (act. 6d)

UNITÉ 6: p. 233 (*Culture*), p. 235 (act. 3a), p. 236 (*Culture*), p. 237 (act. 4e), p. 239 (*C'est vous les reporters!*), p. 249 (act. 1c, *Culture*), p. 255 (act. 8d), p. 271 (act. 3)

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STANDARD 5: COMMUNITIES

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

5.a 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.

C'EST REPARTI!: p. 7 (act. 7c), p. 8 (act. 8b), p. 12 (act. 13c), p. 13 (act. 14a, 14c), p. 14 (act. 15c), p. 15 (act. 18), p. 16 (act. 20)

UNITÉ 1: p. 41 (act. 2e-f), p. 43 (act. 6b), p. 45 (act. 9), p. 53 (act. 26), p. 57 (*Mini-projet 2*)

UNITÉ 2: p. 85 (act. 2c, 5), p. 87 (act. 4d), p. 91 (act. 13), p. 103 (act. 2)

UNITÉ 3: p. 109 (act. 4d), p. 110 (act. 5c), p. 131 (act. 6a, 6d)

UNITÉ 4: p. 150 (act. 4), p. 151 (act. 5d), p. 153 (act. 7c), p. 160 (act. 18), p. 167 (*Mini-projet 1*), p. 171 (act. 3c), p. 184 (*Projet final*), p. 187 (act. 2)

UNITÉ 5: p. 225 (*Mini-projet 2*), p. 226 (*Projet final*)

UNITÉ 6: p. 237 (act. 4e, 5a, 5b), p. 250 (act. 2b), p. 251 (act. 4), p. 261 (act. 22), p. 267 (*Mini-projet 2*)

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

C'EST REPARTI!: p. 16 (act. 20), p. 18 (*Le jeu de l'oie*)

UNITÉ 1: p. 23 (act. 2a), p. 39 (act. *Culture*), p. 41 (act. 2a-c, 3a), p. 44 (act. 7a), p. 47 (act. 13, *C'est vous les reporters!*), p. 56 (act. 27), p. 58 (act. *Projet final*)

UNITÉ 2: p. 72 (act. 10), p. 81 (*Mini-projet 1*), p. 85 (act. 2a-c), p. 88 (act. 6, 7), p. 89 (act. *C'est vous les reporters!*), p. 100 (*Projet final*), p. 103 (act. 3)

UNITÉ 3: p. 112 (act. 7, 8), p. 113 (act. 9), p. 125 (*Culture*), p. 129 (act. 5a), p. 132 (act. 8, 9)

UNITÉ 4: p. 167 (*Mini-projet 1*), p. 182 (act. 17)

UNITÉ 5: p. 216 (act. 7-8), p. 217 (act. 9, *C'est vous les reporters!*)

UNITÉ 6: p. 236 (act. 4a, *Culture*), p. 238 (act. 6, 7), p. 239 (act. 8), p. 267 (*Mini-projet 2*), p. 268 (*Projet final*)

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