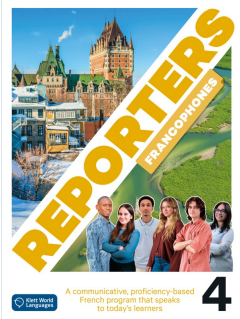
Klett World Languages



REPORTERS FRANCOPHONES 4

LEVEL: INTERMEDIATE MID TO INTERMEDIATE HIGH

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.

UNITÉ 1: p. 1 (act. 1a), p. 3 (act. 2c, 2e, 2f), p. 5 (act. 3c, 3d, 3e, 3f), p. 6 (act. 5a), p. 7 (act. 5d, 5f, 6), p. 9 (act. 7a, 7c, 7d, 8), p. 11 (act. 9a, 9c, 9e, 9f), p. 12 (act. 10a, 10b, 10c, 10d), p. 13 (act. 10g, 10h, 10i), p. 15 (act. 14), p. 17 (act. 15e), p. 18 (act. 17a)

UNITÉ 2: p. 30 (act. 2a, 2b), p. 31 (act. 2d, 2f), p. 33 (act. 3b, 3c, 4), p. 35 (act. 5a, 5c, 5d, 5e), p. 36 (act. 6a), p. 37 (act. 6e, 6f), p. 39 (act. 8c, 8d, 9), p. 40 (act. 10b), p. 41 (act. 11a, 11c, 12), p. 43 (act. 13a, 13d, 13e, 13g), p. 44 (act. 14a, 14b), p. 45 (act. 14f)

UNITÉ 3: p. 57 (act. 1b), p. 59 (act. 2c, 2d, 2e), p. 61 (act. 3e, 3f, 3g), p. 63 (act. 5a, 5e), p. 64 (act. 6a, 6b, 6d), p. 65 (act. 6f), p. 66 (act. 9a), p. 67 (act. 9d, 10b, 11), p. 69 (act. 12d, 12e, 13), p. 71 (act. 14a, 14d), p. 73 (act. 15a, 15c, 15e), p. 74 (act. 17a, 17d), p. 75 (act. 18a)

UNITÉ 4: p. 85 (act. 1a), p. 87 (act. 2a, 2c, 2d, 2e), p. 88 (act. 3a, 3b, *Comparaison culturelle*), p. 89 (act. 3d, 3e), p. 91 (act. 5a, 5d, 5e, 5f, 5g), p. 92 (act. 6d), p. 93 (act. 7b, 8), p. 95 (act. 9a, 9c), p. 96 (act. 10c), p. 97 (act. 12), p. 99 (act. 13c, 14), p. 100 (act. 15a, 15b), p. 101 (act. 15e), p. 103 (act. 16a, 16d, 16e)

UNITÉ 5: p. 113 (act. 1a), p. 115 (act. 2a, 2e, 2f), p. 117 (act. 3a, 3e, 3g), p. 119 (act. 5a, 5d, 5f), p. 120 (act. 6a, 6b), p. 121 (act. 6f, 6g), p. 123 (act. 8a), p. 124 (act. 9a, 9c), p. 125 (act. 11), p. 127 (act. 13), p. 129 (act. 14a, 14b, 14e, 14g), p. 131 (act. 15a, 15e)

UNITÉ 6: p. 141 (act. 1a), p. 143 (act. 2c, 2d, *Comparaison culturelle*), p. 145 (act. 3a, 3c), p. 147 (act. 5b, 5c), p. 148 (act. 6a, 6d), p. 149 (act. 7), p. 150 (act. 9a), p. 151 (act. 10b, 11), p. 153 (act. 13b), p. 154 (act. 14a, 14c), p. 155 (act. 14d, 14e, 14f), p. 157 (act. 15a), p. 158 (act. 17a, 17c, 18a), p. 159 (act. 18b)

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

UNITÉ 1: p. 1 (act. 1b), p. 3 (act. 2a, 2b, 2d, 2e, 2f), p. 5 (act. 3a, 3b, 3e), p. 6 (act. 5b), p. 7 (act. 5c, 5f), p. 9 (act. 7a, 7b, 7c), p. 11 (act. 9b, 9d), p. 12 (act. 10b, 10c, 10d), p. 13 (act. 10e, 10f), p. 14 (act. 12a, 12b, 12c), p. 16 (act. 15a, 15b, 15c), p. 17 (act. 15d), p. 18 (act. 17b, 18a), p. 19 (act. 18b, 18c)

UNITÉ 2: p. 29 (act. 1a), p. 30 (act. 2c), p. 31 (act. 2e), p. 33 (act. 3a), p. 35 (act. 5a, 5b, 5c, 5d), p. 36 (act. 6b, 6c), p. 37 (act. 6d), p. 38 (act. 8a), p. 39 (act. 8b), p. 40 (act. 10a, 10b), p. 41 (act. 11b), p. 43 (act. 13b, 13c, 13d, 13f), p. 44 (act. 14a, 14c), p. 45 (act. 14d), p. 47 (act. 15a, 15b)

UNITÉ 3: p. 57 (act. 1a), p. 59 (act. 2a, 2b), p. 60 (act. 3a, 3b, 3c), p. 61 (act. 3d, 3e), p. 63 (act. 5b, 5c, 5d), p. 64 (act. 6a, 6c, 6d), p. 65 (act. 8), p. 66 (act. 9b, 9c), p. 67 (act. 10a), p. 68 (act. 12a, 12b, 12c), p. 71 (act. 14b, 14c), p. 73 (act. 15b, 15d), p. 74 (act. 17b, 17c), p. 75 (act. 18b, 18c)

UNITÉ 4: p. 85 (act. 1b), p. 87 (act. 2b), p. 89 (act. 3c, 3d), p. 91 (act. 5a, 5b, 5c), p. 92 (act. 6a, 6b, 6c), p. 93 (act. 7a), p. 95 (act. 9b), p. 96 (act. 10a, 10b), p. 97 (act. 11a, 11b), p. 98 (act. 13a), p. 99 (act. 13b, 13c), p. 100 (act. 5c), p. 101 (act. 15d), p. 103 (act. 16b, 16c)

UNITÉ 5: p. 113 (act. 1b), p. 115 (act. 2a, 2b, 2c, 2d), p. 117 (act. 3a, 3b, 3c, 3d, 3f), p. 119 (act. 5b, 5c, 5e), p. 120 (act. 6b, 6c, 6d), p. 121 (act. 6e, 6f), p. 123 (act. 8b, 8c, 8d), p. 124 (act. 9a, 9b), p. 125 (act. 10a, 10b, 10c), p. 126 (act. 12a), p. 127 (act. 12b, 12c), p. 129 (act. 14b, 14c, 14d, 14e, 14f), p. 131 (act. 15b, 15c, 15d, 15e)

UNITÉ 6: p. 141 (act. 1b), p. 143 (act. 2a, 2b), p. 145 (act. 3b), p. 147 (act. 5a), p. 148 (act. 6b, 6c), p. 150 (act. 9b), p. 151 (act. 10a), p. 152 (act. 12), p. 153 (act. 13a), p. 154 (act. 14b), p. 157 (act. 15b), p. 158 (act. 17b)

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.

UNITÉ 1: p. 3 (act. 2g), p. 5 (act. 4), p. 7 (act. 5e), p. 9 (act. 7e), p. 13 (act. 11), p. 15 (act. 13), p. 17 (act. 16), p. 19 (act. 19), p. 26 (act. *Projet final*)

UNITÉ 2: p. 31 (act. 2f), p. 37 (act. 7), p. 45 (act. 14e), p. 47 (act. 16), p. 54 (act. *Projet final*)

UNITÉ 3: p. 61 (act. 4), p. 63 (act. 5f), p. 65 (act. 6e, 7), p. 71 (act. 14e), p. 73 (act. 16), p. 75 (act. 19), p. 82 (act. *Projet final*)

UNITÉ 4: p. 89 (act. 4), p. 95 (act. 9d), p. 101 (act. 15f), p. 103 (act. 17), p. 110 (act. *Projet final*)

UNITÉ 5: p. 117 (act. 4), p. 121 (act. 7), p. 123 (act. 8e), p. 125 (act. 10d), p. 131 (act. 16), p. 138 (act. *Projet final*)

UNITÉ 6: p. 145 (act. 4), p. 147 (act. 5d), p. 149 (act. 8), p. 157 (act. 16), p. 159 (act. 19), p. 166 (act. *Projet final*)

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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.

UNITÉ 1: p. 11 (act. 9d, 9e)

UNITÉ 2: p. 30 (act. 2c), p. 31 (act. 2e, *Culture*), p. 33 (act. 3a, 3c, 4), p. 37 (act. 6d, 6e, 7), p. 39 (act. 8c, 8d), p. 44 (act. 14b, 14c), p. 45 (act. 14d, 14e)

UNITÉ 4: p. 87 (act. 2b, 2c), p. 88 (act. 3b, *Culture*), p. 89 (act. 3c, 3d, 3e, 4)

UNITÉ 5: p. 115 (act. 2c, 2d), p. 117 (act. 4), p. 129 (act. 14b)

UNITÉ 6: p. 149 (act. 8), p. 150 (act. 9a, 9b)

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.

UNITÉ 1: p. 1 (act. 1a, 1b), p. 3 (act. 2d, 2f), p. 5 (act. 3a, 3b, 3d, 3e, 3f, 4), p. 6 (act. 5a, 5b), p. 7 (5c, 5e, 5f, *Culture*), p. 9 (act. 7b, 7c, 7e, 8), p. 12 (act. 10a, 10b, 10d), p. 13 (act. 10e, 10f, 10g, 10i), p. 15 (*Culture*), p. 18 (act. 17b, 18a), p. 19 (act. 18b)

UNITÉ 2: p. 29 (act. 1a, 1b), p. 35 (act. 5b, 5c, 5d), p. 40 (act. 10a, 10b), p. 43 (act. 13b, 13c, 13d, 13f), p. 47 (act. 15a, 15b, 16)

UNITÉ 3: p. 57 (act. 1a, 1b), p. 59 (act. 2a, 2b, 2d, 2e), p. 60 (act. 3c, *Culture*), p. 61 (act. 3d), p. 63 (act. 5b, 5c, 5d), p. 64 (act. 6a, 6b, 6c, 6d), p. 65 (act. 6e, 7, 8), p. 71 (act. 14b, 14c, 14d), p. 74 (act. 17a, 17b, 17c, 17d), p. 75 (act. 19)

UNITÉ 4: p. 85 (act. 1a, 1b), p. 87 (act. 2b, 2c), p. 88 (act. 3a, 3b, *Culture*), p. 89 (act. 3c, 3d, 3e, 4), p. 91 (act. 5a, 5b, 5c, 5d, 5e), p. 92 (act. 6b, 6c, *Culture*), p. 95 (act. 9b), p. 96 (act. 10a, 10b, 10c), p. 97 (act. 11a, 11b, *Culture*), p. 100 (act. 5b, 5c), p. 101 (act. 15d, 15e), p. 103 (act. 16a, 16b, 16c, 16d, 16e), p. 110 (act. *Projet final*)

UNITÉ 5: p. 113 (act. 1a, 1b), p. 117 (act. 3b, 3c, 3d, 3e, 3f), p. 119 (act. 5b, 5c, 5e, 5f), p. 120 (act. 6c, 6d, *Culture*), p. 121 (act. 6e, 6f, 6g, 7), p. 123 (act. 8b, 8c, 8d), p. 129 (act. 14b, 14c, 14d, 14e, 14f), p. 131 (act. 15b, 15c, 15d, 15e, 16), p. 138 (act. *Projet final*)

UNITÉ 6: p. 141 (act. 1a, 1b), p. 143 (act. 2a, 2b, 2c), p. 145 (act. 3b, 4), p. 147 (act. 5a, 5c, *Culture*), p. 148 (act. 6b, 6c, 6d), p. 149 (act. 7, 8), p. 154 (act. 14b, 14c), p. 157 (act. 15b), p. 158 (act. 17a, 17b, 17c, 18a), p. 159 (act. 18b, 19)

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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.

UNITÉ 1: p. 15 (act. 13), p. 16 (act. 15a, 15b, 15c), p. 17 (act. 15d, 15e, 16)

UNITÉ 2: p. 37 (act. 7), p. 54 (act. *Projet final*)

UNITÉ 4: p. 99 (act. 14)

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.

UNITÉ 1: p. 1 (act. 1a, 1b), p. 3 (act. 2a, 2b, 2d, 2e, 2f, 2g), p. 5 (act. 3a, 3b, 3d, 3e, 4), p. 6 (act. 5a, 5b), p. 7 (act. 5c, 5e, 6), p. 9 (act. 7a, 7b, 7c, 7e, 8), p. 18 (act. 17a, 17b, 18a), p. 19 (act. 18b, 18c, 19)

UNITÉ 2: p. 29 (act. 1a, 1b), p. 30 (act. 2a, 2b, 2c), p. 31 (act. 2e), p. 33 (act. 3a, 3c, 4), p. 40 (act. 10a, 10b), p. 43 (act. 13c, 13d), p. 44 (act. 14b, 14c), p. 45 (act. 14d, 14e), p. 47 (act. 15a, 15b, 16)

UNITÉ 3: p. 57 (act. 1a, 1b), p. 59 (act. 2a, 2b, 2d, 2e), p. 60 (act. 3b, 3c), p. 61 (act. 3d, 3e, 3f, 3g, 4), p. 63 (act. 5a, 5b, 5c, 5d, 5f), p. 64 (act. 6a, 6b, 6c, 6d), p. 65 (act. 6e, 7, 8), p. 66 (act. 9b, 9c), p. 71 (act. 14a, 14b, 14c, 14d, 14e), p. 73 (act. 15a, 15b, 15d, 15e, 16), p. 75 (act. 18a, 18b, 18c, 19)

UNITÉ 4: p. 85 (act. 1a, 1b), p. 87 (act. 2a, 2b, 2c, 2e), p. 88 (act. 3a, 3b, *Comparaison culturelle*), p. 89 (act. 3c, 3d, 3e, 4), p. 91 (act. 5a, 5b, 5c, 5d, 5g), p. 92 (act. 6a, 6b, 6c), p. 93 (act. 7a, 7b, 8), p. 100 (act. 15a, 15b, 15c), p. 101 (act. 15d, 15e, 15f), p. 103 (act. 16a, 16b, 16c, 16d, 16e, 17), p. 110 (act. *Projet final*)

UNITÉ 5: p. 113 (act. 1a, 1b), p. 115 (act. 2a, 2b, 2c, 2d, 2f), p. 117 (act. 3f, 4), p. 119 (act. 5a, 5b, 5c, 5e, 5f), p. 120 (act. 6a, 6b, 6c, 6d), p. 121 (act. 6e, 6f, 6g, 7), p. 123 (act. 8a, 8b, 8c, 8d, 8e), p. 124 (act. 9a, 9b, 9c), p. 125 (act. 10a, 10b, 10c, 10d), p. 129 (act. 14a, 14b, 14c, 14d, 14e, 14f, 14g), p. 131 (act. 15a, 15b, 15c, 15d, 15e, 16), p. 138 (act. *Projet final*)

UNITÉ 6: p. 141 (act. 1a, 1b), p. 143 (act. 2a, 2b, 2c, 2d), p. 145 (act. 3a, 3b, 3c, 4), p. 148 (act. 6a, 6b, 6c, 6d), p. 149 (act. 7), p. 150 (act. 9a, 9b), p. 154 (act. 14a, 14b, 14c), p. 155 (act. 14e, 14f), p. 157 (act. 15a, 15b, 16), p. 166 (act. *Projet final*)

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

UNITÉ 1: p. 3 (act. 2g), p. 5 (act. 3a), p. 13 (act. 10i), p. 15 (act. 13)

UNITÉ 2: p. 37 (*Comparaison culturelle*), p. 54 (act. *Projet final*)

UNITÉ 3: p. 71 (act. 14e), p. 82 (act. *Projet final*)

UNITÉ 4: p. 101 (act. 15f), p. 110 (act. *Projet final*)

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UNITÉ 5: p. 138 (act. *Projet final*)
UNITÉ 6: p. 143 (act. 2d), p. 147 (act. 5d), p. 149 (act. 8), p. 166 (act. *Projet final*)

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.

UNITÉ 1: p. 15 (act. 14), p. 17 (act. 15e, 16), p. 26 (act. *Projet final*)
UNITÉ 2: p. 39 (act. 9), p. 41 (act. 11c, 12), p. 54 (act. *Projet final*)
UNITÉ 3: p. 69 (act. 13), p. 81 (act. *Projet final*)
UNITÉ 4: p. 92 (act. 6d), p. 97 (act. 12), p. 99 (act. 14)
UNITÉ 5: p. 125 (act. 11), p. 127 (act. 13)
UNITÉ 6: p. 151 (act. 11), p. 153 (act. 13b), p. 166 (act. *Projet final*)

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. 5 (act. 3c), p. 11 (act. 9c)
UNITÉ 2: p. 43 (act. 13e)
UNITÉ 5: p. 131 (act. 15a)

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.

UNITÉ 1: p. 3 (act. 2g), p. 7 (act. 6), p. 11 (act. 9f), p. 12 (act. 10c), p. 19 (act. 19)
UNITÉ 2: p. 30 (act. 2b), p. 31 (act. 2f), p. 36 (act. 6a)
UNITÉ 3: p. 61 (act. 3g), p. 63 (act. 5a), p. 75 (act. 19)
UNITÉ 4: p. 88 (act. *Comparaison culturelle*), p. 95 (act. 9a), p. 100 (act. 15a)
UNITÉ 5: p. 131 (act. 15a)
UNITÉ 6: p. 143 (act. 2d, *Comparaison culturelle*), p. 159 (act. 19)

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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.

UNITÉ 1: p. 15 (act. 14), p. 17 (act. 16)
UNITÉ 2: p. 37 (act. 7), p. 39 (act. 9), p. 41 (act. 11c, 12), p. 54 (act. *Projet final*)
UNITÉ 3: p. 67 (act. 11), p. 69 (act. 13), p. 82 (act. *Projet final*)
UNITÉ 4: p. 92 (act. 6d), p. 97 (act. 12), p. 99 (act. 14), p. 103 (act. 17), p. 110 (act. *Projet final*)
UNITÉ 5: p. 125 (act. 11), p. 127 (act. 13), p. 138 (act. *Projet final*)
UNITÉ 6: p. 151 (act. 11), p. 153 (act. 13b), p. 166 (act. *Projet final*)

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

UNITÉ 1: p. 15 (act. 13), p. 26 (act. *Projet final*)
UNITÉ 2: p. 54 (act. *Projet final*)
UNITÉ 3: p. 82 (act. *Projet final*)
UNITÉ 4: p. 110 (act. *Projet final*)
UNITÉ 5: p. 138 (act. *Projet final*)
UNITÉ 6: p. 166 (act. *Projet final*)

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