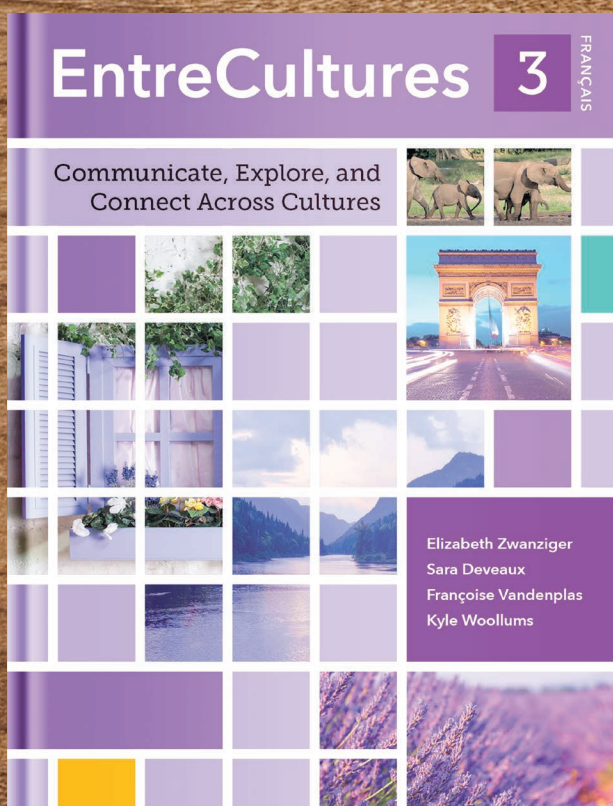
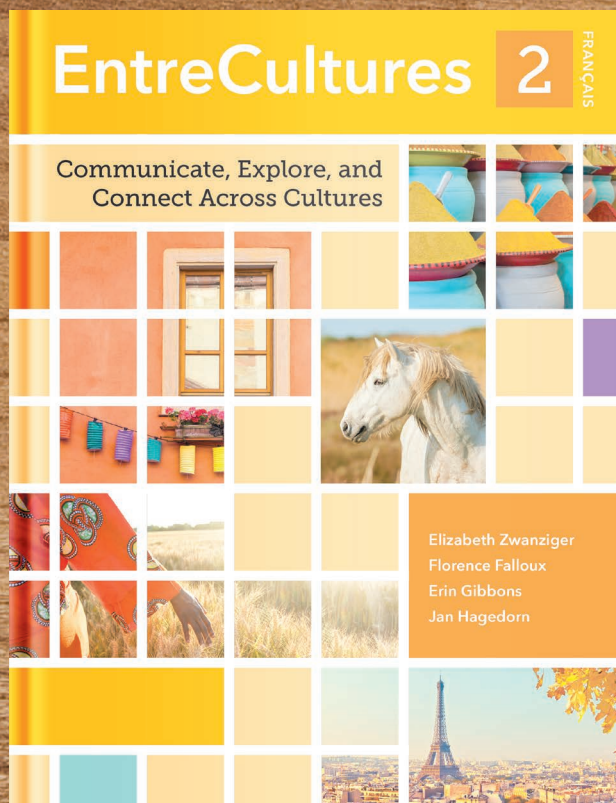
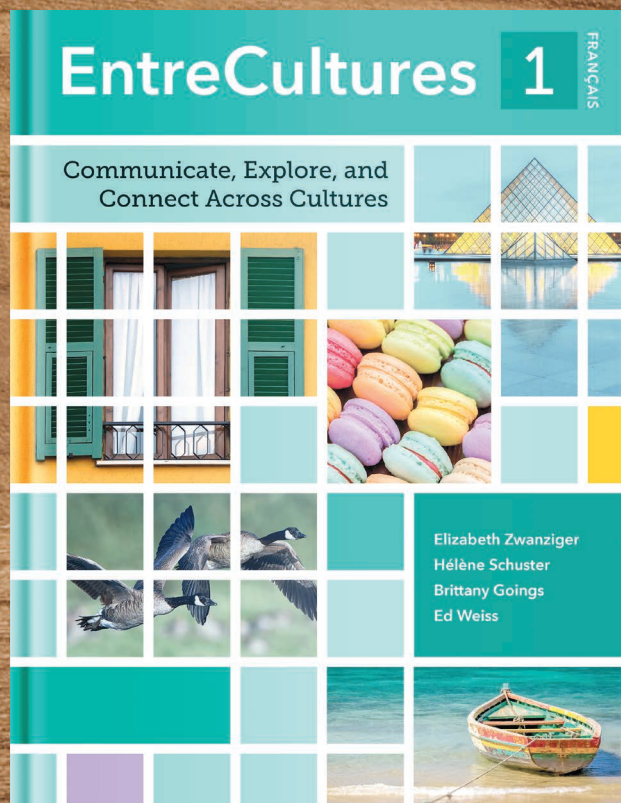


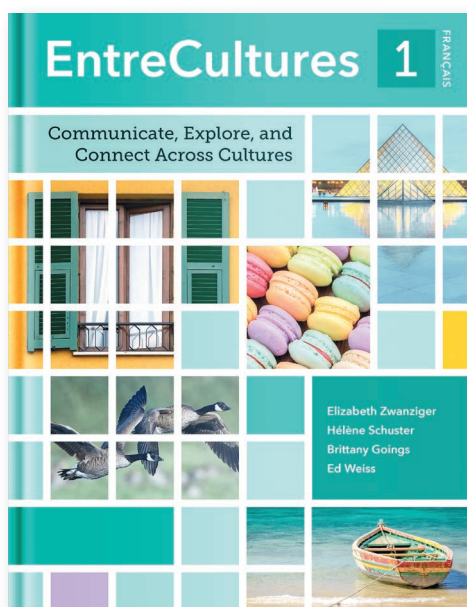


Wayside[®]
PUBLISHING

FRENCH

ENTRECULTURES 1, 2, 3





EntreCultures 1, 2, 3

Communicate, Explore, and Connect Across Cultures

Level 1 or 1A/1B, Novice-Low to High:

Elizabeth Zwanziger, Hélène Schuster, Brittany Goings, Ed Weiss

Level 2, Novice-High to Intermediate-Low:

Elizabeth Zwanziger, Florence Falloux, Erin Gibbons, Jan Hagedorn

Level 3, Intermediate-Low to Mid:

Elizabeth Zwanziger, Sara Deveaux, Françoise Vandenplas, Kyle Woollums

with Curriculum Coordinator Helen Small
and Editors Eliz Tchakarian, Lindsey Colling

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Intercultural communicative competence doesn't have to wait for advanced levels of language. *EntreCultures: Communicate, Explore, and Connect Across Cultures* is a standards-based, thematically-organized language series. In these pages, the authors share the structure, strategies, and features that prepare learners to communicate, explore, and connect across cultures in order to foster attitudes of mutual understanding and respect.

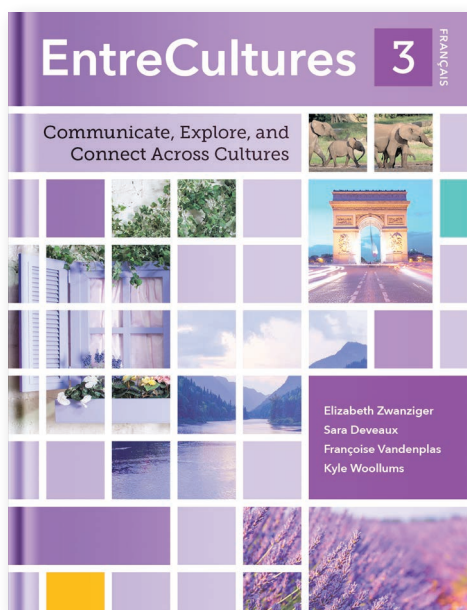
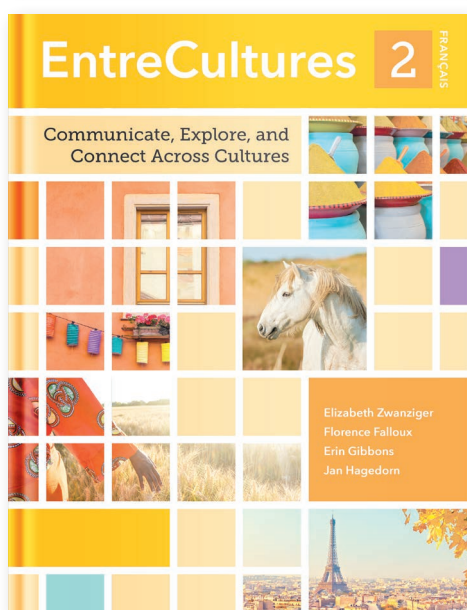


Table of Contents

Unit structure	3
Essential features	4
Interculturality in <i>EntreCultures</i>	6
Staying in the target language	8
Integrating differentiated instruction	10
Heritage learners	11
Language instruction in context	12
Assessment	15
Learning Site	17

UNIT STRUCTURE

Each level has six units that can be flexibly paced around your school year, class frequency and duration. Level 1 also provides a brief *unité préliminaire*.

Found In each unit:

Questions essentielles

Essential questions

Objectifs de l'unité

Unit goals

Rencontre interculturelle

Start with interculturality

Éléments supplémentaires:

- **Prononciation**
- **Détail grammatical**
- **Détail linguistique**
- **Rappel**
- **Stratégies**

Three subunits, each containing:

Comment dit-on?

Thematic vocabulary with real-world value, presented in context

Expressions utiles

Useful expressions, transition words, and idioms

On peut aussi dire

Extended vocabulary for differentiation and increased personalization

Découvrons

Grammar presented through multiple opportunities for learners to personalize meaning

Zoom culture

Presents and draws intercultural comparisons

Connexions

Learners connect their experiences to the Zoom topic

Réflexions

Learners reflect on new content in the *Zoom culture*

Réflexion interculturelle

Overarching reflections on growing intercultural awareness

Mon progrès communicatif

Makes Can-Do statements explicit to students

Mon progrès interculturel

Makes Can-Do statements explicit to students

J'avance

Formative performance assessment. Differentiated versions allow for specific feedback!

Synthèse de grammaire, Vocabulaire

Summarizes new grammar and vocabulary

J'y arrive

Summative assessment (IPA) that assesses performance in all communicative modes

ESSENTIAL FEATURES

Learners maintain an online *Mon Dossier* to self-assess, reflect, and upload evidence for each Can-Do statement displayed alongside activities in the Student Edition. Building their collections of artifacts allows learners to form vital habits leading them to efficiently continue learning beyond the classroom.

SELF-ASSESSMENT

INTERCULTURAL *is at the heart of*

Our vision is a world where
through the lens of intercultural
appropriate ways to interact
perspectives may be different

With *EntreCultures*, learners explore and compare Francophone communities to their own communities. Video blogs created by native speakers allow learners to compare their lives with those of their peers. Activities and assessments are based on authentic sources and set in real-life thematic and cultural contexts.

AUTHENTICITY

PERFORMANCE-BASED ASSESSMENT

Units include performance-based formative assessments, *J'avance*, which solidify culturally appropriate communication skills relating to learners' communities. *J'y arrive*, summative integrated performance assessments, engage learners in global intercultural contexts. Analytic rubrics that include intercultural and communicative learning targets accompany summative assessments.

CULTURALITY of EntreCultures

Language learning takes place in a global context, so students can discover and interact with others whose cultures are different from their own.

RESOURCES FOR TEACHERS AND STUDENTS

The online *Explorer* provides all audio/video resources; scaffolding for Student Edition activities; vocabulary and grammar reinforcement, including flipped classroom videos; additional activities; formative and summative assessments; rubrics; and other teacher resources.

APPENDICES

In the Teacher Edition, you are provided audio and audiovisual transcripts, answer keys, instructional strategies, Can-Do statements for each unit and their correlations to 2017 NCSSFL-ACTFL standards, and support for administering IPA's, including strategies and holistic and analytic rubrics. **Indices** include an Authentic Resources Index, Grammar and Learning Strategies Videos Index, and a Grammar Index. **Glossaries** are in the Student Edition.

APPROACHES TO TEACHING

Interculturality in *EntreCultures* 1, 2, 3

Interculturality is the interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures. It is the ability to experience the culture of another person and to be open minded, interested, and curious about that person and culture. Language learners must be able to evaluate personal feelings, thoughts, perceptions, and reactions in order to understand another culture and use that experience to reflect on their own life and surroundings.

Faye Rollings-Carter, provided by NCDPI in collaboration with NCSSFL

EntreCultures operates on the cutting-edge principle that in order to develop language skills and foster intercultural understanding, learners need multiple opportunities to reflect on their own culture and gain cultural knowledge of Francophone communities early in the language learning process.

Intercultural reflection prompts and Can-Do self-assessments featured in each unit support teachers with the integration of cultural awareness, appreciation, and understanding within each theme.

How can students demonstrate interculturality?

- **Cultural Products & Practices¹:** Learners use their *language skills* to *investigate the world beyond their familiar environment*.
- **Cultural Perspectives:** Learners use their *language skills* to *recognize and understand others' ways of thinking as well as their own*.
- **Intercultural Interactions:** Learners use their *language skills and cultural understanding* to *interact in a cultural context other than their own*.



Integrating Interculturality in Teaching and Learning

Interculturality is an outcome of a learning environment that purposefully cultivates the attitudes of curiosity, open-mindedness, respect, tolerance, and empathy towards others.





As learners become comfortable with learning about others and their cultures through products, practices, perspectives, and interactions, they develop the skills to reflect on their feelings, thoughts, perceptions, and reactions in order to understand what it is like to be in someone else's shoes.

In *EntreCultures*, this skill development is interwoven into tasks and assessment so that language learning and cultural understanding are inseparable. **Intercultural Communicative Competence (ICC) Can-Do statements** support learners in reflecting during their *EntreCultures* journey.

1. Self² (Knowing Myself): How can learners understand their own culture and use their language skills to identify and investigate products and practices of Francophone cultures?









<ul style="list-style-type: none">By investigating, explaining, and reflecting on common cultural products of Francophone cultures.	<div>Mon progrès interculturel<p>I can identify some familiar products, landmarks, and monuments and what they represent to the Francophone people.</p></div>	<ul style="list-style-type: none">By investigating, explaining, and reflecting on common cultural practices of Francophone cultures.	<div>Mon progrès interculturel<p>I can identify how Francophone cultures and my culture celebrate local and national holidays or festivals.</p></div>
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2. Community (Exploring Communities): How can learners use their language skills to recognize, understand, and connect to others' ways of thinking in their own community and beyond?

<ul style="list-style-type: none">By identifying and comparing cultural beliefs and values in order to understand the cultural perspectives of French speakers.	<div>Mon progrès interculturel<p>I can identify appropriate expressions and practices, such as gestures and body language, associated with greetings, introductions, and leave-taking in Francophone cultures.</p></div>	<ul style="list-style-type: none">By demonstrating curiosity, open-mindedness, respect, tolerance, and empathy while exploring communities in order to gain a balanced understanding of Francophone cultures.	<div>Mon progrès interculturel<p>I can identify whom people consider to be part of their family in my culture and in a Francophone culture.</p></div>
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1 LinguaFolio®, National Council of State Supervisors for Languages. (2014). *Interculturality*. Retrieved from <http://ncssfl.org/secure/index.php?interculturality>, March 6, 2016.
2 Clementi, D. & Terrill, L. (2013). *Keys to Planning for Learning*. Alexandria, VA: American Council on the Teaching of Foreign Languages

3. World (Engaging with the World): How can learners use their language skills and cultural understanding to function at a survival level (novice) or functional level (intermediate) in cultural contexts outside the classroom?

<ul style="list-style-type: none"> By developing a sensitivity to and awareness of cultural practices and perspectives, so they might participate appropriately in cultural interactions. 	 <p>Mon progrès interculturel</p> <p>I can identify some legal practices related to traditional marriages and civil contracts between two people in France.</p> 	<ul style="list-style-type: none"> By interacting with age-similar native speakers in a variety of Francophone countries through video blogs, interviews, blogs, podcasts, and social media messages, so they might participate in cultural interactions. 	 <p>Mon progrès interculturel</p> <p>I can identify some similarities and differences between a Francophone teen and myself related to preferences and place of origin.</p> 
<ul style="list-style-type: none"> By engaging in self-assessment and intercultural reflections, so they might participate in cultural interactions. 	 <p>Mon progrès interculturel</p> <p>I can identify shopping habits where I live and in the Francophone world and tell how they impact each community.</p> 	<ul style="list-style-type: none"> By engaging in global problem-solving issues in diverse cultural contexts, so they might participate appropriately in cultural interactions. 	 <p>Mon progrès interculturel</p> <p>I can identify some practices related to food waste in Francophone countries and in my community.</p> 

Staying in the Target Language

How to Get Started?

First of all, talk to learners about the use of French in the classroom. Remind them that they are not expected to understand everything that they hear, read, or see. Just like in English, they need to infer meaning based on the words they know along with any visual clues or body language. **Learning a language requires learners to tolerate ambiguity.**

The Role of Comprehensible Input (CI)

Comprehensible input (CI) is based on Stephen Krashen's Input Hypothesis³, that second language acquisition occurs when learners receive an optimal quantity of comprehensible input that is a little beyond the current level of competence ($i + 1$); "i" indicates the current competence of the learner, and "+1" represents the next level of competence. **It is the language that the learner is not yet able to produce but still understands.**

The Role of Comprehensible Output (CO)

Comprehensible output is based on Merrill Swain's Output Hypothesis⁴, that learners need opportunities to produce meaningful, purposeful, and motivating output, so students can engage in collaborative dialogue, using and reflecting on what they have learned, to produce output that communicates what they want to say or write. **The learning takes place in the struggle to produce appropriate output.**



Target Language Support

EntreCultures is designed to assist teachers in achieving at least 90% use of French in the classroom beginning in Level 1 and moving toward 100% in Levels 2–3. This aligns with the ACTFL Position Statement (2010)⁵ on the use of the target language in the classroom.

Staying in the target language is undoubtedly a challenge—at first! The teacher-author team of *EntreCultures* designed each unit to make target language usage a gradual, natural process, with built-in comprehensible input and output supports throughout.

Levels of Support for Teachers Include:

- Teacher notes and instructional strategies in the Teacher Edition address what to say and do to make meaning comprehensible for learners.
- A series of Learning Strategies videos teaches learners to build their communicative skills (for example, showing how to request clarification and assistance).
- A rich variety of visuals in the Student Edition and Explorer® allows learners to associate vocabulary and structures directly with images and contexts, rather than with a translation.
- Activities have built-in comprehension checks and formative assessments.
- A variety of scaffolded interpersonal tasks encourage learners to negotiate for meaning and be creative with the target language.
- Rubrics, designed as informative tools for teachers, provide feedback to learners to help them monitor their own growth.
- Lesson plans, found in the Teacher's Learning Site®, simplify class prep for all levels of *EntreCultures*.
- Ongoing progress checks encourage learners to monitor how well they are able to meet the communicative and intercultural goals.
- Explorer® allows learners to record audios and videos, while teachers can provide audio and textual feedback on each recording.
- Flipped classroom instructional videos for grammatical concepts (**Découvrons**) ask learners to focus on noticing grammatical patterns in French, once they have processed for meaning. Videos include explanations in English through level 2, and learners can view them outside of the classroom, so class time can be dedicated to target language practice.



3 Krashen, S. (1982). *Principles and practice in second language acquisition*, Oxford, UK: Pergamon Press.

4 «Swaim, M. (2000). [start ital] The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. [end ital] In J. P. Lantolf (Ed.) [start ital] Sociocultural theory and second language acquisition [end ital] (pp. 97–114). Oxford, UK: Oxford University Press.

5 ACTFL Position Statement. (2010). *Use of the Target Language in the Classroom*. American Council on the Teaching of Foreign Languages: Alexandria, VA, Retrieved 3/9/16 from <http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0>

Integrating Differentiated Instruction

As communities and economies become more globalized, supporting language acquisition for all learners is essential. World language classrooms comprise a mix of students who acquire language in different ways. *EntreCultures* recognizes that teachers must plan for varied approaches to what students will learn, how they will learn, and how they will show what they can do.



As such, the program embraces a differentiated instructional approach, which meets the needs of the learner through a variety of modalities, by appealing to a variety of interests, and in offering varied levels of complexity in order to accommodate multiple rates and styles of learning.

This approach to differentiated instruction is based on the work of Carol Ann Tomlinson, the William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University

of Virginia, and Co-Director of the University's Institutes on Academic Diversity.

According to Tomlinson⁶, differentiation is a teacher's response to learners' needs based on guiding principles, such as continuous assessment, flexible grouping, and respectful tasks. Effective teachers weave differentiation into three areas of the curriculum: content (what they will learn), process (how they will acquire the content), and product (how they will demonstrate and extend what they know and can do) based on learners' interests, learning profiles, and readiness levels.

EntreCultures invites teachers to differentiate their classrooms through the “non-negotiable” principles of Tomlinson's approach by incorporating a variety of strategies and activities.

Supportive learning environment

Units are designed to build a sense of community among students, which promotes risk-taking and collaboration. The online Explorer[®] extends that support through a variety of resources to facilitate differentiation, such as scaffolding and extension resources.

Articulated curriculum

EntreCultures lays the foundation for learners to build proficiency from novice to intermediate levels, preparing them to tackle the more advanced proficiency expected in programs such as AP[®] and IB.

Respectful tasks

Unit topics are relevant and immerse students in the cultures of individuals who speak the language. Tasks promote student choice and higher-level thinking, while they are tiered from the novice to the intermediate levels.

Flexible grouping

Suggestions are provided for varied grouping scenarios that are dynamic in nature and that vary based on learners' interests, learning modalities, and readiness levels.

⁶ Carol Ann Tomlinson, *The Differentiated Classroom*, 2nd ed., ASCD, Alexandria, VA (2014)

Continuous feedback

Each unit is composed of a series of activities and steps that provide teachers with ongoing feedback on learners' progress. These include:

- Pre-assessment tasks tap into learners' background knowledge, interests, and readiness levels.
- Formative assessments build learners' content knowledge and skills in the language and provide both teacher and learner with evidence of progress toward proficiency through a variety of tasks and check-ins. *J'avance* formative assessments have two additional tiered versions in Explorer® so learners can demonstrate progress at an appropriately rigorous task.
- Summative assessments are performance-based, enabling learners to demonstrate what they know and can do in the language.

Heritage learners

EntreCultures recognizes students in North American classrooms come from increasingly diverse backgrounds, and a growing number of them are heritage learners of French—students who may have varying levels of exposure to the language and/or its cultures in their homes or communities.

The following strategies are supported by *EntreCultures*, with Explorer® providing additional resources to help meet the needs of heritage learners:

Vocabulary development - Provide rich exposure to French, and develop vocabulary through CI. Encourage heritage learners to deepen their vocabulary through online resources such as films and magazines.

Literacy development - Expand the bilingual range of learners with literacy materials from varied contexts. Offer open-ended writing tasks to allow heritage learners to express themselves their own level. Provide specific feedback and support.

Cooperative learning - Provide opportunities to interact in French in purposeful, interesting ways to build self-esteem and confidence.

Culturally relevant instruction - Reference learners' bicultural world and acknowledge bilingual abilities. Validate and include in your curriculum examples of the varieties of French used in heritage communities.



Language Instruction in Context

Grammar

The *EntreCultures* series aligns with the collaborative, co-constructive or dialogic⁷ approach to grammar instruction. This approach takes into account the sociocultural and interactive aspects of learning while balancing inductive and deductive discovery techniques. Learners are provided with multiple opportunities to personalize meaning of language in context through listening, viewing, and reading before they are asked to notice patterns or word order in the same familiar context.



Découvrons - Learners observe highlighted grammatical features in communicative contexts that they have previously processed for meaning, then are asked to analyze the salient features, e.g., associating verb ending patterns with the meaning. This approach allows learners to take an active role in co-constructing the grammar concept by collaborating with peers and the teacher. The structures are integrated into thematic-based communicative tasks. Additional optional grammar practice, quizzes, and flipped classroom videos on most *Découvrons* concepts are available in *Explorer*[®].

Rappel - This feature provides grammar or vocabulary reminders from prior levels or units that learners will need for communicative tasks at their current level.

Détail grammatical - Here, students see an explicit explanation of a new grammar feature needed to complete specific communicative tasks in the unit activities. In levels 1 and 2, the explanations are in English; in level 3, they are in French.

Synthèse de grammaire - This reference resource summarizes the structures presented in the unit for self study outside of class and when preparing for assessments.

Flipped⁶ Classroom Videos - The flipped classroom videos provide reinforcement and additional instruction of the grammatical concepts. They are designed to be used outside the classroom to help the teacher to speak French more consistently in the classroom. The videos feature recurring characters who focus learners' attention on noticing grammar patterns in a familiar context. Graphic organizers are available in *Explorer* to support the learner while watching the videos.

- **Découvrons** videos model the inductive approach to teaching grammar. The videos are in English in levels 1 and 2; level 3 videos are in French. Students can watch the *Découvrons* video after they have been through the discovery of patterns (inductive) process on the same grammar structure in the classroom. If the teacher is new to the inductive approach, these *Découvrons* videos can serve as models for how to present new material in this framework.
- **Structure en avant** videos model the deductive approach, with an explicit description of the grammatical structures. All videos are in English with examples in context in French, and are designed to be used by the learners outside the French classroom.

⁶ Glisan E. W. & Shrum, J. L. (2016). *Teacher's Handbook: Contextualized Language Instruction*. 5th ed. Boston, MA: Cengage Learning.

⁷ Bergmann, J. & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education and ASCD.

Steps to guide learners to discover grammatical patterns:

- Focus attention on the properties of language after ensuring students comprehend the meaning of the language that they are asked to notice.
- Use guiding questions such as the following:
 - What patterns did you see?
 - Can you summarize your observations?
- Engage in a think-pair-share hypothesis process:
 - Jot down any observations individually.
 - Share observations with classmates.
 - Share conclusions with the class and teacher.
- Co-construct grammar paradigm explanations with the teacher and the class:
 - Collaborate: What are the hypotheses? What conclusions have you drawn?
 - Provide more models for the students to test their hypotheses.
 - Draw final conclusions.
- Provide purposeful communicative applications.

p. 184

Découvrons 1

Indicating Family Relationships

Voici Jean-Rémy, mon oncle. Il a deux enfants. Sa fille s'appelle Anna et son fils s'appelle Auguste. Ses enfants sont mes cousins.

Louanne est ma tante et la sœur de Jean-Rémy. Elle a un chien, Bonaparte et son chien.

Voici Auguste, mon cousin. J'ai deux cousins, mon cousin Auguste et ma cousine Anna.

C'est ma sœur, Mia.

C'est mon frère, Michel.

Chloé est notre mère. Chloé et Albert sont nos parents.

C'est Anna, ma cousine. Nous avons les mêmes (sont) grands-parents. Philippe et Louise sont nos grands-parents. Jean-Rémy est leur fils.

Louise est ma grand-mère et Philippe est mon grand-père. Ils ont trois enfants, Chloé, Louanne et Jean-Rémy sont leurs enfants.

C'est moi, Marcel.

Voici ma sœur, Madeleine.

C'est notre père, Albert.

Notre chat, Plume, est adorable.

Bonaparte est le chien de ma tante Louanne.

Découvertes

Read Marcel's descriptions of his family members, noticing the words in bold. What do you observe about the different forms? When does he use **mon** as opposed to **ma** or **mes**? When are **son**, **sa**, and **ses** used? How about **notre** and **nos**? Which family

RELATED ITEMS

Video: Structure en avant: Indicating Family Relationships (p. 154) [🔗](#)

Structure en avant

Indicating Family Relationships

0:03 / 5:39

Document: Représentation schématique | Structure en avant: Indicating Family Relationships (p. 154) [🔗](#)

Lesson: Activités supplémentaires [🔗](#)

Vocabulary

EntreCultures introduces vocabulary in thematic chunks to fulfill the specific communicative goals indicated in the **Mon progrès communicatif** can-do learning targets throughout the units. Vocabulary is presented visually, in context, and with French synonyms or definitions at level 3 when appropriate.

All unit activities include listening, reading, and/or viewing comprehensible input that focuses on the target vocabulary in the thematic context. Following the input, a variety of interpretive, interpersonal, and presentational tasks in communicative and cultural contexts enable learners to produce the vocabulary they have processed for meaning. Additional vocabulary practice and vocabulary quizzes in the context of each unit are in Explorer®. These **activités supplémentaires** provide extra practice, if needed or desired.

EntreCultures presents unit vocabulary in three manageable groupings:

- **Comment dit-on?** - Essential vocabulary for the thematic unit needed for success on the formative and summative assessments, and for use beyond the classroom.
- **On peut aussi dire** - Extended useful vocabulary that can be used for differentiation and increased personalization of the unit themes.
- In levels 2 and 3, the **Rappelle-toi** feature recycles previously learned vocabulary for students to use in the activities.

Expressions utiles: Useful expressions, transition words, and idioms showcased in the margins of the activities for learners to use in communicative tasks.

Vocabulaire: A compilation of unit vocabulary organized by topics at the end of each unit, before the summative assessment.

EntreCultures has a series of Learning Strategies videos demonstrating student-friendly strategies that help learners maximize their language learning, including vocabulary building. These videos are geared for



Novice through Intermediate level learners; all videos are in English with examples in French and are available in Explorer®.

Assessment

EntreCultures applies the backward-design planning process. Each unit leads students to what they will need to know and be able to do to demonstrate their skills and cultural connections at the end of the unit. **Essential questions** and unit performance goals were developed first, followed by a **Standards-Based Integrated Performance Assessment⁹ (IPA)** for the unit. The unit activities and formative performance-based tasks are developed with the IPA in mind.

J'arrive, an **IPA summative assessment**, is a series of interrelated performance-based tasks integrating each communicative mode in a personalized cultural context based on the unit goals of the thematic unit. Each unit's **Table of Contents** provides a detailed overview of that unit's IPA. The assessment itself, instructions, checklists, and IPA analytic rubrics are in **Explorer®**.

J'avance is a differentiated formative assessment that prepares students for the summative IPA, giving teachers the opportunity to provide specific feedback to the learners on their performance, and to adjust instruction as needed, prior to the IPA. This assessment, instructions, and checklists are in your **Explorer®** course.

Mon progrès communicatif and **Mon progrès interculturel** are Can-Do Statements¹⁰ embedded in the activities encouraging students to self-assess their level of performance: **I can do this independently**, **I can do this with help**, or **This is still a goal**¹¹. The can-dos were developed for both the communicative and intercultural goals so that learners can keep track of their own progress. To document their progress, learners use the **Mon dossier/Language Portfolio** in **Explorer®** to upload evidence of their linguistic and intercultural development.

AP®, IB, and Seal of Biliteracy Prep

As learners engage with French through contextualized activities, they will be preparing for the Seal of Biliteracy, AP® and IB examinations, and the hardest test - real life.

- All global themes and subthemes are incorporated in the series. Teacher editions include **AP® and IB correlations**.
- **AP® style tasks** and development of **IB skills** are included in the mix of communicative activities across all units and levels, increasing in rigor as learners progress.
- Midterms and final IPA's include AP® style tasks.
- *EntreCultures* Can-Do statements are meticulously aligned with ACTFL's World Readiness Standards



⁹ The IPA was designed by ACTFL to measure learners' knowledge and skills in authentic "real world" situations within a cultural context that reflects the content in the thematic unit.

¹⁰ The Can-Do Statements are Wayside Publishing's alone and not based on the NCSSFL-ACTFL Can-Do Statements.

¹¹ LinguaFolio®, NCSSFL (2014). *Interculturality*. Retrieved from <http://ncssfl.org/secure/index.php?interculturality>, March 6, 2016.

for Learning Languages, and every state's standards. As such, this series is uniquely able to support your learners in pursuing the Seal of Biliteracy in your state or district.

Rubrics

Analytic Growth Rubrics¹¹

Level-specific analytic rubrics are informative tools for teachers and learners to measure growth on the learner's path to proficiency for the following communicative modes:

- **Interpretive Reading, Listening, and Viewing**
- **Interpersonal Communication: Speaking and Writing**
- **Presentational Speaking**
- **Presentational Writing**



Holistic Rubrics

Teachers and learners are encouraged to apply can-do holistic rubrics for daily use and formative assessments:

- **Interpersonal Communication:** classwork, exchange of information, messaging, participation, pair, etc.
- **Interpretive Reading, Listening, and Viewing:** daily comprehension checks, formative assessments.
- **Presentational Speaking:** reporting or presenting to the class, presenting in a group, oral reflections.
- **Presentational Writing:** reflections, exit cards, short notes, letters, summaries, reviews, etc.

IPA Rubrics

IPA Performance Analytic Rubrics align with the task components for the unit Integrated Performance Assessment. The rubrics describe the level of performance for each communicative task in the three communicative modes: interpretive, interpersonal, and presentational. There are three or four levels of performance on each rubric, adapted from the *ACTFL Proficiency Guidelines*.¹²

There are **Assessment Guidelines** in Explorer®, Teacher resources, with the explanations of the assessment components, how to use *Mon dossier*, and how to score an IPA performance using the rubrics provided.

Formative Assessment Rubrics Available in Explorer®

Explorer® provides a **J'avance** general rubric and single point rubric. Both can be used by themselves, or together for any **J'avance** to provide detailed feedback on what students were able to complete for each Can-Do statement, and which areas they could work to improve. Whichever combination you choose,

¹¹ Adapted from Jefferson County Public Schools World Languages: Performance Assessment Rubrics (Kentucky) and Howard County Public Schools World Languages (Maryland)

¹² ACTFL Proficiency Guidelines (ACTFL, 2012) Retrieved (3-1-2016). https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

LEARNING SITE®

There is no *EntreCultures* without Learning Site®—an online ecosystem offering everything you need to nurture language and cultural proficiency.



Student Edition purchase options



Digital package: A student subscription to Learning Site®, including FlexText® and Explorer®.



Hardcover print and digital package: A student subscription to Learning Site®, plus a hardcover textbook that will withstand an active learner's lifestyle. Printed and distributed in the USA.

Teacher Edition purchase options



Digital package: A teacher subscription to Learning Site®, including a student FlexText®, annotated teacher edition FlexText®, and Explorer®.



Softcover print and digital package: Complement your virtual tools with a softcover teacher edition textbook! Easy to flip through, mark, and store. Printed and distributed in the USA.

The EntreCultures FlexText®

In each unit of the textbook or digital FlexText®, students discover, practice, and review language and culture through a plethora of authentic resources and thematic tasks rooted in real-world contexts.

Search FlexText® in English or the target language

Link to content such as audios, videos, and more

Annotate and highlight text, or make notes

Rencontre interculturelle

Across the course of the six units of this book, you will meet each of our bloggers. In this first unit, you will get to know Marianne and François. They will share information about themselves and their backgrounds through blogs. You will encounter them repeatedly throughout the textbook.

Le Québec

La France commence à explorer l'Atlantique en 1534. Les colonies s'appellent la Nouvelle-France. Aujourd'hui, une grande partie de l'ancienne Nouvelle-France s'appelle le Québec. Samuel de Champlain fonde la ville de Québec en 1608. La ville de Québec est la plus ancienne ville francophone en Amérique du Nord.

Nombre de personnes qui parlent français

Location	Population
Montréal, Québec, Canada	3.824.221
Canada	10.523.000
Paris, France	12.161.542
France	65.342.000

Video: Bonjour Marianne! (p. 45)

Download File **Assign** **Share**

Nom: Marianne
Langues parlées: français, anglais, **espagnol, italien**
Origine: Montréal, Québec, Can

bilingue **SAVE** **CANCEL**

Select any word, sentence or image to highlight it or leave a note


La province de Québec partage une frontière avec quatre états américains: le Maine, le New Hampshire, le New York et le Vermont.


«Je me souviens» signifie "I remember" en anglais. Les Québécois considèrent la relation culturelle et linguistique avec l'anglais très importante.


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TAKE FRENCH PROFICIENCY TO THE **NEXT LEVEL.**

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Created by the same lead author as *EntreCultures*, *APprenons* provides an easy-to-follow approach to building advanced proficiency. Each unit engages learners in all seven task types they will find on the AP®!



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