

## Correlation Guide for *EntreCultures 1* to ACTFL Can-Do Statements

<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

**GOAL: COMMUNICATION:** *Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.*

### INTERPERSONAL COMMUNICATION

*Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.*

| Proficiency Benchmark | Performance Indicators | Location (page numbers, etc.) |
|-----------------------|------------------------|-------------------------------|
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#### Novice Low

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.

I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.

**Unité 6: p. 164, U6, Act. 8, Ét. 2**

**Novice Mid**

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

**Unité 3:** p. 7, U3, Act. 1, Ét. 4; **Unité 4:** p. 66, U4, Act. 10; p. 78, U4, Act. 19, Ét. 1; **Unité 5:** p. 107, U5, Act. 1, Ét. 3 & 4; pp. 110-111, U5, Act. 4; p. 111, U5, Act. 5, Ét. 2; **Unité 6:** p. 159, U6, Act. 2; p. 185, U6, Act. 24

I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.

**Unité 5:** p. 118, U5, Act. 10, Ét. 2

I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.

**Unité 4:** p. 62, U4, Act. 6; p. 66, U4, Act. 9; p. 67, U4, Act. 11, Ét. 2; p. 82, U4, J'avance 2, Ét. 2; p. 92, U4, Act. 27, Ét. 2; p. 94, U4, Act. 30, Ét. 2; **Unité 5:** p. 129, U5, Act. 18, Ét. 2; p. 140, U5, Act. 24; p. 142, U5, Act. 25, Ét. 2

**Novice High**

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

**Unité 3:** p. 11, U3, Act. 5; p. 18, U3, Act. 10, Ét. 2; p. 19, U3, Act. 11; p. 21, U3, J'avance 1, Ét. 2; p. 24, Act. 14, Ét. 2; p. 25, U3, Ét. 1; p. 30, U3, Act. 18, Ét. 1 & 2; p. 33, U3, J'avance 2, Ét. 3; p. 35, U3, Act. 20, Ét. 2; p. 36, U3, Act. 23, Ét. 2; **Unité 4:** p. 57, U4, Act. 1, Ét. 3 & 4; p. 95, U4, J'avance 3, Ét. 2; **Unité 5:** p. 119, U5, J'avance 1, Ét. 3; p. 125, U5, Act. 15, Ét. 2; p. 130, U5, J'avance 2, Ét. 1; p. 143, U5, Act. 26, Ét. 2; p. 144, U5, J'avance 3, Ét. 1; **Unité 6:** p. 157, U6, Act. 1, Ét. 2 & 3; p. 163, U6, Act. 6 & 7; p. 173, U6, Act. 14, Ét. 2; p. 182, U6, Act. 21, Ét. 2

I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

**Unité 3:** p. 43, U3, Act. 27, Ét. 1; p. 45, U3, J'avance 3, Ét. 2; **Unité 6:** p. 165, U6, Act. 9; p. 167, U6, J'avance 1, Ét. 3; p. 169, U6, Act. 11; p. 171, U6, Act. 12, Ét. 2; p. 175, U6, Act. 16; p. 176, U6, Act. 17; p. 177, U6, J'avance 2, Ét. 2; p. 179, U6, Act. 19; p. 187, U6, J'avance 3, Ét. 1; p. 193, U6, J'y arrive, Interpersonal Speaking

I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

**Unité 3:** p. 42, U3, Act. 25, Ét. 2; p. 51, U3, Interpersonal Assessment; **Unité 4:** p. 60, U4, Act. 4, Ét. 2; p. 73, U4, Act. 15, Ét. 1; p. 80, U4, Act. 20, Ét. 3; p. 101, U4, J'y arrive, Interpersonal Assessment; **Unité 5:** p. 121, U5, Act. 11, Ét. 2; p. 122, U5, Act. 13; p. 125, U5, Act. 15, Ét. 3; p. 127, U5, Act. 17; p. 136, U5, Act. 22, Ét. 2; p. 142, U5, Act. 25, Ét. 3; p. 151, U5, J'y arrive, Interpersonal Assessment

**INTERPRETIVE COMMUNICATION**

*Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

| <b>Proficiency Benchmark</b> | <b>Performance Indicators</b> | <b>Location (page numbers, etc.)</b> |
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**Novice Low**

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

**Unité 3: p. 43**, U3, Act. 27, Ét. 1; **Unité 4: p. 65**, U4, Act. 8, Ét. 1 (Print)

I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.

I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

**Novice Mid**

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.

**Unité 3: p. 4**, U3, Rencontre interculturelle (Print); **p. 9**, U3, Act. 2 (Print); **p. 14**, U3, Act. 8, Ét. 1 (Print); **p. 23**, U3, Act. 13, Ét. 1 (Audio/Audio on Explorer); **p. 24**, U3, Act. 14, Ét. 1 (Print); **p. 36**, U3, Act. 22, Ét. 1 & 2 (Audiovisual/Video on Explorer); **p. 36**, U3, Act. 23, Ét. 1 & 2 (Print); **p. 44**, U3, J'avance 3, Ét. 1 (Print); **p. 50**, U3, Interpretive Assessment (Audiovisual/Video on Explorer); **Unité 4: p. 56**, U4, Act. 1, Ét. 1 (Print); **p. 59**, U4, Act. 2 (Print); **p. 61**, U4, Act. 5 (Print); **p. 62**, U4, Act. 7 (Print); **p. 64**, U4, Découvertes (Print & Audiovisual/Video on Explorer); **p. 71**, U4, Act. 13 (Print); **p. 76**, U4, Découvertes (Print & Audiovisual/Video on Explorer); **p. 77**, U4, Act. 18 (Audio/Audio on Explorer); **p. 79**, U4, Act. 20, Ét. 1 (Print); **p. 88**, U4, Act. 24 (Print); **p. 88**, U4, Act. 25, Ét. 1 (Print); **p. 91**, U4, Act. 27, Ét. 1 (Print); **p. 100**, U4, J'y arrive, Interpretive Assessment (Print); **Unité 5: p. 105**, U5, Rencontre interculturelle (Print); **p. 106**, U5, Act. 1, Ét. 1 (Print); **p. 110**, U5, Act. 3 (Audio/Audio on Explorer); **p. 112**, U5, Act. 6 (Print); **p. 124**, U5, Act. 15, Ét. 1 & 2 (Print); **pp. 128-129**, U5, Act. 18, Ét. 1 (Print); **p. 133**, U5, Act. 19 (Print); **p. 138**, U5, Découvertes (Print & Audiovisual/Video on Explorer); **p. 144**, U5, J'avance 3, Ét. 1 (Print); **Unité 6: p. 162**, U6, Découvertes (Print); **p. 170**, U6, Act. 12, Ét. 1 (Print); **pp. 172-173**, U6, Act. 14, Ét. 1 (Print); **p. 177**, U6, J'avance 2, Ét. 1 (Print); **p. 180**, U6, Act. 20, Ét. 1 (Audio/Audio on Explorer); **p. 185**, U6, Act. 25 (Audio/Audio on Explorer); **p. 192**, U6, J'y arrive, Interpretive Assessment

I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

**Unité 3: p. 40**, U3, Découvertes (Print & Audiovisual/Audio on Explorer); **Unité 5: p. 141**, U5, Act. 25, Ét. 1 (Print); **Unité 6: p. 174**, U6, Découvertes (Print & Audiovisual/Video on Explorer)

**Novice High**

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

I can identify the topic and some isolated facts from simple sentences in informational texts.

**Unité 3:** p. 6, U3, Act. 1, Ét. 1 (Print); p. 6, U3, Act. 1, Ét. 2 (Audiovisual/Video on Explorer); p. 10, U3, Act. 3, Ét. 1 (Print); p. 10, U3, Act. 4, Ét. 1 (Print & Audiovisual/Video on Explorer); p. 10, U3, Act. 4, Ét. 2 (Audiovisual/Video on Explorer); p. 13, U3, Act. 7 (Print); p. 16, U3, Découvertes (Print & Audiovisual/Video on Explorer); p. 17, U3, Act. 9 (Print); p. 21, U3, J'avance 1, Ét. 1 (Audiovisual/Video on Explorer); p. 28, U3, Découvertes (Print & Audiovisual/Video on Explorer); p. 29, U3, Act. 16, Ét. 1 (Print); p. 30, U3, Act. 17 (Audio/Audio on Explorer); p. 31, U3, Act. 19, Ét. 2; p. 32, U3, J'avance 2, Ét. 2 (Print); **Unité 4:** p. 57, U4, Act. 1, Ét. 2 (Audiovisual/Visual on Explorer); p. 59, U4, Act. 3 (Audio/Audio on Explorer); p. 60, U4, Act. 4, Ét. 1 (Audiovisual/Video on Explorer); p. 73, U4, Act. 14, Ét. 1 & 2 (Audio/Audio on Explorer); p. 74, U4, Act. 16 (Audio/Audio on Explorer); p. 82, U4, J'avance 2, Ét. 1 (Print); p. 85, U4, Act. 22 (Print); p. 89, U4, Act. 26, Ét. 1 (Audiovisual/Video on Explorer); p. 90, U4, Découvertes (Print & Audiovisual/Video on Explorer); p. 94, U4, Act. 30, Ét. 1 (Print); p. 95, U4, J'avance 3, Ét. 1 (Audiovisual/Video on Explorer); **Unité 5:** p. 107, U5, Act. 1, Ét. 2 (Audiovisual/Video on Explorer); p. 114, U5, Découvertes (Print); p. 115, U5, Act. 7, Ét. 1 (Print); p. 116, U5, Act. 8, Ét. 1 & 2 (Audio/Audio on Explorer); p. 119, U5, J'avance 1, Ét. 1 (Audio/Audio on Explorer); p. 121, U5, Act. 11, Ét. 1 (Audio/Audio on Explorer); p. 122, U5, Act. 14, Ét. 1 (Audiovisual/Video on Explorer); p. 126, U5, Découvertes (Print & Audiovisual/Video on Explorer); p. 131, U5, J'avance 2, Ét. 2 (Print); p. 134, U5, Act. 20 (Audio/Audio on Explorer); p. 143, U5, Act. 26 (Audio/Audio on Explorer); p. 150, U5, J'y arrive, Interpretive Assessment, Ét. 1 (Audiovisual/Video on Explorer); p. 150, U5, J'y arrive, Interpretive Assessment, Ét. 2 (Print); **Unité 6:** p. 154, U6, Rencontre interculturelle (Print); p. 154, U6, Act. 1, Ét. 1 (Print); p. 157, U6, Act. 1, Ét. 2 (Audiovisual/Video on Explorer); p. 160, U6, Act. 5 (Audio/Audio on Explorer); p. 164, U6, Act. 8, Ét. 2 (Print); p. 166, U6, J'avance 1, Ét. 1 (Audio/Audio on Explorer); p. 172, U6, Act. 13, Ét. 1 (Audiovisual/Video on Explorer); p. 182, U6, Act. 21, Ét. 1 (Print); p. 184, U6, Découvertes (Print & Audiovisual/Video on Explorer); p. 185, U6, Act. 23 (Print)

I can identify the topic and some isolated elements from simple sentences in short fictional texts.

**Unité 3:** p. 12, U3, Act. 6 (Print and Audio/Audio on Explorer); **Unité 6:** p. 165, U6, Act. 10, Ét. 1 (Print)

I can understand familiar questions and statements from simple sentences in conversations.

**Unité 3:** pp. 35-36, U3, Act. 21, Ét. 1 & 2 (Audio/Audio on Explorer); p. 41, U3, Act. 25, Ét. 1 (Print); **Unité 4:** p. 80, U4, Act. 20, Ét. 2 (Print); p. 84, U4, Act. 21 (Audio/Audio on Explorer); **Unité 6:** p. 185, U6, Act. 24 (Audio/Audio on Explorer); p. 187, U6, J'avance 3, Ét. 1 (Print)

**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.

**Proficiency Benchmark****Performance Indicators****Location (page numbers, etc.)****Novice Low**

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.

I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

**Unité 3: p. 7**, U3, Act. 1, Ét. 3 (Writing); **p. 35**, U3, Act. 20, Ét. 1 (Writing); **p. 39**, U3, Act. 24, Ét. 1 (Writing); **Unité 4: p. 87**, U4, Act. 25 (Writing)

**Novice Mid**

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

**Unité 4: p. 92**, U4, Act. 28 (Writing); **p. 93**, U4, Act. 29 (Writing)

**Unité 3: p. 10**, U3, Act. 3, Ét. 2 (Writing); **p. 23**, U3, Act. 12 (Writing); **p. 36**, U3, Act. 22, Ét. 1 (Writing); **p. 45**, U3, J'avance 3, Ét. 3 (Writing); **Unité 4: p. 65**, U4, Act. 8, Ét. 2 (Writing); **p. 67**, U4, Act. 11, Ét. 1 (Writing); **p. 71**, U4, Act. 12 (Writing); **p. 75**, U4, Act. 17 (Speaking); **p. 89**, U4, Act. 26, Ét. 2 (Speaking); **Unité 5: p. 116**, U5, Act. 8, Ét. 2 (Writing); **p. 117**, U5, Act. 10, Ét. 1 (Writing); **p. 122**, U5, Act. 12 (Writing); **p. 133**, U5, Act. 19 (Writing); **p. 139**, U5, Act. 23 (Writing); **Unité 6: p. 157**, U6, Act. 1, Ét. 3 & 4 (Writing); **p. 160**, U6, Act. 4 (Writing); **p. 177**, U6, J'avance 2, Ét. 1 (Writing); **p. 182**, U6, Act. 21, Ét. 3 (Writing)

**Novice High**

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

I can present personal information about my life and activities, using simple sentences most of the time.

**Unité 3: p. 17**, U3, Act. 9, Ét. 2 (Writing); **p. 25**, U3, Act. 15, Ét. 2 (Writing); **p. 50**, U3, Presentational Assessment (Writing); **Unité 5: p. 115**, U5, Act. 7, Ét. 2 (Writing); **p. 119**, U5, J'avance 1, Ét. 2 (Writing); **p. 123**, U5, Act. Ét. 2 (Speaking and Writing); **p. 127**, U5, Act. 16, Ét. 1 (Writing); **p. 127**, U5, Act. 16, Ét. 2 (Speaking); **p. 131**, U5, J'avance 2, Ét. 2 (Writing); **p. 131**, U5, J'avance 2, Ét. 3 (Speaking); **p. 135**, U5, Act. 21 (Writing); **p. 135**, U5, Act. 22, Ét. 1 (Writing); **p. 151**, U5, J'y arrive, Presentational Assessment (Writing); **Unité 6: p. 177**, U6, J'avance 2, Ét. 3 (Speaking)

I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

**Unité 4: p. 68**, U4, J'avance 1, Ét. 1 (Speaking); **p. 74**, U4, Act. 15, Ét. 2 (Writing); **p. 91**, U4, Act. 27, Ét. 2 (Writing); **p. 101**, U4, J'y arrive, Presentational Assessment (Writing)

I can present on familiar and everyday topics, using simple sentences most of the time.

**Unité 3: p. 11**, U3, Act. 4, Ét. 3 (Speaking); **p. 18**, U3, Act. 10, Ét. 1 (Writing); **p. 18**, U3, Act. 10, Ét. 3 (Speaking); **p. 21**, U3, J'avance 1, Ét. 3 (Speaking); **p. 24**, U3, Act. 13, Ét. 2 (Speaking); **p. 29**, U3, Act. 16, Ét. 2 (Writing); **p. 30**, U3, Act. 18 (Writing); **p. 31**, U3, Act. 19, Ét. 1 (Writing); **p. 32**, U3, J'avance 2, Ét. 1 (Writing); **p. 39**, U3, Act. 24, Ét. 2 (Writing); **p. 42**, U3, Act. 26, Ét. 1 (Writing); **p. 42**, U3, Act. 26, Ét. 2 (Speaking); **p. 43**, U3, Act. 27, Ét. 2 (Writing); **Unité 4: p. 78**, U4, Act. 19, Ét. 2 (Writing); **p. 83**, U4, J'avance 2, Ét. 3 (Writing); **p. 89**, U4, Act. 25, Ét. 2 (Writing); **p. 95**, U4, J'avance 3, Ét. 3 (Speaking); **Unité 5: p. 107**, U5, Act. 1, Ét. 3 (Writing); **p. 109**, U5, Act. 2 (Writing); **p. 111**, U5, Act. 5, Ét. 1 & 3 (Writing); **p. 117**, U5, Act. 9 (Writing); **p. 144**, U5, J'avance 3, Ét. 3 (Writing); **Unité 6: p. 159**, U6, Act. 3 (Speaking); **p. 164**, U6, Act. 8, Ét. 1 (Writing); **p. 165**, U6, Act. 10, Ét. 2 (Writing); **p. 167**, U6, J'avance 1, Ét. 2 (Writing); **p. 172**, U6, Act. 13, Ét. 2 (Speaking); **p. 173**, U6, Act. 14, Ét. 3 (Writing); **p. 175**, U6, Act. 15 (Speaking); **p. 179**, U6, Act. 18 (Writing); **p. 180**, U6, Act. 20, Ét. 1 (Speaking); **p. 183**, U6, Act. 22 (Writing); **p. 187**, U6, J'avance 3, Ét. 2 (Speaking); **p. 187**, U6, J'avance 3, Ét. 3 (Writing); **p. 193**, U6, J'y arrive, Presentational Writing



**INTERCULTURAL COMMUNICATION - INVESTIGATE AND INTERACT**

| <b>Proficiency Benchmark</b> | <b>Performance Indicators</b> | <b>Location (page numbers, etc.)</b> |
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**Novice – Investigate Products And Practices To Understand Cultural Perspectives**

|  |   |   |
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| In my own and other cultures I can identify products and practices to help me understand perspectives. | In my own and other cultures I can identify some typical products related to familiar everyday life.  | <b>Unité 3: p. 5</b> , U3, Rencontre interculturelle; <b>p. 38</b> , U3, Zoom culture, Réflexion; <b>Unité 4: p. 54</b> , U4, Rencontre interculturelle; <b>Unité 5: p. 104</b> , U5, Rencontre interculturelle; <b>p. 114</b> , U5, Découvertes; <b>p. 118</b> , U5, Act. 10, Ét. 2; <b>p. 274</b> , U5, Act. 22, Ét. 2; <b>Unité 6: p. 154</b> , U6, Rencontre interculturelle; <b>p. 157</b> , U6, Réflexion interculturelle; <b>pp. 172-173</b> , U6, Act. 14; <b>p. 184</b> , U6, Découvertes (Video on Explorer)  |
|  | In my own and other cultures I can identify some typical practices related to familiar everyday life. | <b>Unité 3: p. 2</b> , U3, Questions essentielles; <b>p. 7</b> , U3, Act. 1, Ét. 4; <b>p. 7</b> , U3, Réflexion interculturelle; <b>p. 10</b> , U3, Act. 4, Ét. 1 & 2; <b>p. 14</b> , U3, Act. 8, Ét. 1 & 2; <b>p. 15</b> , U3, Réflexion interculturelle & Zoom culture; <b>p. 26</b> , U3, Zoom culture, Réflexion & Réflexion interculturelle; <b>p. 36</b> , U3, Act. 23, Ét. 1 & 3; <b>p. 38</b> , U3, Zoom culture, Réflexion; <b>p. 44</b> , U3, J'avance 3, Ét. 1; <b>p. 50</b> , U3, J'y arrive, Interpretive Assessment; <b>Unité 4: p. 53</b> , U4, Questions essentielles; <b>pp. 56-57</b> , U4, Act. 1; <b>p. 57</b> , U4, Réflexion interculturelle; <b>p. 59</b> , U4, Act. 3; <b>p. 60</b> , U4, Act. 4; <b>p. 63</b> , U4, Zoom culture, Réflexion & Réflexion interculturelle; <b>p. 72</b> , U4, Zoom culture, Réflexion & Réflexion interculturelle; <b>p. 80</b> , U4, Act. 20, Ét. 2 & 3; <b>p. 86</b> , U4, Zoom culture, Réflexion & Réflexion interculturelle; <b>pp. 88-89</b> , U4, Act. 25; <b>p. 95</b> , U4, J'avance 3, Ét. 1; <b>Unité 5: p. 103</b> , U5, Questions essentielles; <b>pp. 106-107</b> , U5, Act. 1; <b>p. 107</b> , U5, Réflexion interculturelle; <b>p. 112</b> , U5, Act. 6; <b>p. 113</b> , U5, Zoom culture, Réflexion & Réflexion interculturelle; <b>p. 116</b> , U5, Zoom culture, Réflexion; <b>p. 119</b> , U5, J'avance 1; <b>p. 123</b> , U5, Zoom culture, Réflexion & Réflexion interculturelle; <b>pp. 124-125</b> , U5, Act. 15; <b>p. 133</b> , U5, Zoom culture, Réflexion & Réflexion interculturelle; <b>p. 137</b> , U5, Zoom culture, Réflexion; <b>p. 143</b> , U5, Act. 26; <b>pp. 150-151</b> , U5, J'y arrive; <b>Unité 6: p. 153</b> , U6, Questions essentielles; <b>pp. 156-157</b> , U6, Act. 1; <b>p. 156</b> , U6, Réflexion interculturelle; <b>p. 161</b> , U6, Zoom culture, Réflexion & Réflexion interculturelle; <b>p. 171</b> , U6, Zoom culture, Réflexion & Réflexion interculturelle; <b>p. 177</b> , U6, J'avance 2; <b>p. 181</b> , U6, Zoom culture, Réflexion & Réflexion interculturelle; <b>p. 186</b> , U6, Zoom culture, Réflexion; <b>p. 187</b> , U6, J'avance 3; <b>pp. 192-193</b> , U6, J'y arrive; <b>p. 173</b> , U6, Act. 14, Ét. 2 |

**Novice - Interact With Others In And From Another Culture**

|  |   |   |
|--|---|---|
| I can interact at a survival level in some familiar everyday contexts. | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. | <b>Unité 3: p. 11</b> , U3, Act. 4, Ét. 3; <b>p. 21</b> , U3, J'avance 1, Ét. 2; <b>p. 45</b> , U3, J'avance 3, Ét. 2; <b>p. 51</b> , U3, J'y arrive, Interpersonal Assessment; <b>Unité 4: p. 68</b> , U4, J'avance 1, Ét. 2; <b>p. 82</b> , U4, J'avance 2, Ét. 2; <b>Unité 5: p. 119</b> , U5, J'avance 1, Ét. 2; <b>p. 123</b> , U5, Act. 14, Ét. 2; <b>p. 130</b> , U5, J'avance 2, Ét. 1 & 2; <b>p. 142</b> , U5, Act. 25, Ét. 2; <b>Unité 6: p. 172</b> , Act. 13, Ét. 1 & 2; <b>p. 177</b> , U6, J'avance 2, Ét. 2; <b>p. 187</b> , U6, J'avance 3, Ét. 1; <b>p. 193</b> , U6, J'y arrive, Interpersonal Speaking |
|  | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.                       |   |