

# EntreCultures 2 Can-Do Statements

*EntreCultures 2* features customized Communication and Intercultural Can-Do Statements that align with the 2017 NCSSFL-ACTFL Can-Do Statements. Can-Dos are incorporated into the pages of the text, and directly connect to the resources and communicative tasks that learners are experiencing during your lesson.

















Throughout their course, learners will upload evidence to support their self-assessed proficiency level against each Can-Do Statement within their Learning Site portfolio. These portfolios remain available to learners after their course concludes, providing a resource that can be leveraged when placing in an AP® course or applying to employers or higher education programs.





# Unité 1

## Mon progrès communicatif

















- ☐  I can identify some information about a school schedule related to times of day. (19, 27)
- ☐  I can share information about class preferences. (25)
- ☐  I can share information about what I am going to do this school year. (26)
- ☐  I can ask and answer questions about my class schedule. (27)
- ☐  I can write a description of the ideal school calendar. (27)
- ☐  I can understand descriptions of places in school buildings and compare them to my school. (29)
- ☐  I can describe some places in a school, the people who work there, and what students do in those places. (31, 37)
- ☐  I can understand simple descriptions of people who work at a school. (33)
- ☐  I can describe the jobs and the characteristics of the people who work in the school community. (35)
- ☐  I can exchange information about school staff related to their roles and personal qualities. (35, 37)
- ☐  I can understand descriptions of some places in a school, who works there, and what students do in those places. (37)
- ☐  I can exchange advice about ways to be successful in school. (40, 49)
- ☐  I can understand basic information about how often students prepare for classes. (40, 49)
- ☐  I can present tips on how to be successful in school. (42, 49)
- ☐  I can understand some facts about extracurricular activities from short texts. (42)
- ☐  I can exchange texts with a friend comparing my schedule to one in a Francophone school. (47)

## Mon progrès interculturel

- ☐ I can identify some similarities and differences between a Francophone teen and myself related to school life. (9)
- ☐ I can identify some elements of the school-year calendar in **la Réunion** and how they reflect the culture. (18)
- ☐ I can identify some of the school course offerings that students take in a Francophone culture and why these courses are selected for them. (23)
- ☐ I can identify some extracurricular activities and the role they play in Francophone cultures. (45)

## Unité 2

### Mon progrès communicatif



















- ☐  I can exchange information about ingredients in a traditional dish. (70)
- ☐  I can exchange information about foods I would like to try, providing reasons and simple details. (71, 80)
- ☐  I can understand someone's food preferences in order to suggest menu items. (72)
- ☐  I can write about some foods that I used to eat when I was young. (78, 80)
- ☐  I can understand someone describing what they used to eat. (79, 80)
- ☐  I can identify activities that people did in the past. (82)
- ☐  I can ask and answer questions about childhood eating habits. (88, 91, 94)
- ☐  I can write descriptions for photo captions about what people used to do, cook, or eat in the past. (89, 94)
- ☐  I can identify what and how often people used to prepare, cook, and eat in the past. (90, 94)
- ☐  I can understand text messages about what people used to eat. (91)
- ☐  I can understand the main ideas in announcements about culinary events. (95, 105)
- ☐  I can ask someone which culinary event they prefer to attend and give reasons for my preferences. (96)
- ☐  I can create an invitation to invite others to a Francophone culinary event. (97)
- ☐  I can understand and respond to text messages about an event. (98, 105)
- ☐  I can persuade a friend to attend a community event. (99)
- ☐  I can create and present a simple advertisement to persuade others to attend a community event. (105)

### Mon progrès interculturel

- ☐ I can identify a Francophone teen's family members and interests, describe where he or she lives, and compare the teen's interests to my own. (61)
- ☐ I can compare traditional dishes from my community to traditional dishes in Belgium. (73)
- ☐ I can identify some produce that is grown locally in Belgium and in my community and explain why people buy seasonal produce. (83)
- ☐ I can identify why community members organize an event, that includes food, to benefit a cause in Francophone cultures and in my community. (100)

## Unité 3

### Mon progrès communicatif

















- ☐  I can understand when people talk about the chores they do. (126, 134)
- ☐  I can understand an infographic about chores in the home. (127)
- ☐   I can write short messages to tell people which chores they will do. (127, 134)
- ☐  I can record a message to tell people which chores they have to do. (130)
- ☐  I can answer some questions about the types of chores that need to be done. (133, 134)
- ☐  I can select a volunteer opportunity based on my interests. (136)
- ☐  I can write a recommendation for someone and give reasons. (138, 146)
- ☐  I can identify key information about what volunteers are like and what they are willing to do. (139)
- ☐  I can respond to text messages with recommendations. (139)
- ☐  I can ask and answer questions about traits and preferences related to volunteering. (143, 146)
- ☐  I can understand an announcement about a volunteer opportunity. (146)
- ☐  I can recommend volunteer locations based on preferences. (149)
- ☐  I can understand the reasons people give for volunteering. (150)
- ☐  I can select a volunteer opportunity from an online description. (151, 157)
- ☐  I can tell someone where to volunteer and why. (152, 157)
- ☐  I can understand the main idea of a poem. (155)
- ☐  I can participate in an online discussion about a volunteer opportunity. (156, 157)

### Mon progrès interculturel

- ☐ I can identify how a Francophone teen uses free time and why. (117)
- ☐ I can identify some ways that culture, gender, and age affect the types of chores people do. (129)
- ☐ I can identify ways people in my community and Francophone cultures respond to challenges and give reasons why. (141)
- ☐ I can identify and locate volunteer sites in my community and in a Francophone community. (147)

## Unité 4

### Mon progrès communicatif


















- ☐  I can give advice about places to go in a city or town. (176, 185)
- ☐  I can understand when someone describes his or her preferred activities and where they take place. (176, 185)
- ☐  I can understand information about a city in a poem. (179)
- ☐  I can give a description of the area where I live. (179, 185)
- ☐  I can create and present a short podcast to give reasons for visiting a favorite place. (180)
- ☐  I can exchange online messages to trade opinions about the best places to visit in a city or town. (183)
- ☐  I can understand how someone spent a day in Paris and the places he or she visited. (187)
- ☐  I can understand visitor information on a website. (190, 197)
- ☐  I can ask and answer questions about activities my friends and I have done. (192, 196, 197)
- ☐  I can describe my activities from the past weekend. (192, 196)
- ☐  I can invite others to an event. (196, 197)
- ☐  I can understand key details in a video blog about where someone went and how he or she arrived there. (199)
- ☐  I can leave a voicemail telling how I will get somewhere. (202)
- ☐  I can tell where I went and what I did during a day in the city. (209, 211)
- ☐  I can understand key details from visitor information. (210, 211)
- ☐  I can have a conversation about where I went and what I did. (210, 211)

### Mon progrès interculturel

- ☐ I can compare daily life in my town to that of a Francophone teen in his or her city. (169)
- ☐ I can give some reasons why people choose various places to spend their free time in Francophone cities and in my own community. (175)
- ☐ I can identify and compare where young people go to gather socially in Francophone cultures and in my community. (194)
- ☐ I can identify similarities and differences in cultural factors that affect teenage independence in Francophone cultures and in my community. (200)

## Unité 5

### Mon progrès communicatif
















- ☐  I can ask and answer questions about healthy habits. (229, 239)
- ☐  I can understand recommendations for maintaining a healthy lifestyle from an infographic. (230, 239)
- ☐  I can summarize the results of a survey in a short, organized presentation. (233, 239)
- ☐  I can create graphs to represent my personal habits related to health. (234)
- ☐  I can understand the main ideas and some details in a video about healthy habits. (238)
- ☐  I can understand people talking about health problems and choose the best advice. (245)
- ☐  I can exchange information about what I and others do when we are sick. (245)
- ☐  I can ask someone about his or her symptoms. (246)
- ☐  I can give advice about how to feel better to someone who is sick. (246, 251)
- ☐  I can ask about symptoms and exchange information about what I and others do when we are sick. (251)
- ☐  I can understand recommendations on a website about what to do if one is sick. (251)
- ☐  I can describe my healthy social and emotional habits in an email. (253)
- ☐  I can understand recommendations for maintaining social and emotional health in a video. (254, 265)
- ☐  I can ask and answer questions about my habits related to social and emotional health. (258, 265)
- ☐  I can describe my daily routine in a video. (262)
- ☐  I can post a response to a podcast about habits related to good social and emotional health. (264)
- ☐  I can write questions and answers related to maintaining social and emotional health for a Frequently Asked Questions (FAQ) page. (265)

### Mon progrès interculturel

- ☐ I can compare how local infrastructure supports the pursuit of a healthy lifestyle in a Francophone city and in my community. (222)
- ☐ I can understand perspectives related to a healthy lifestyle in Francophone countries and compare them to those in my community. (233)
- ☐ I can compare the role of pharmacies in Francophone cultures and in my community. (242)
- ☐ I can understand practices and perspectives related to social and emotional health in Francophone cultures and compare them to those in my community. (258)

## Unité 6

### Mon progrès communicatif

- ☐  I can understand the main ideas and some details in an informational video about a travel destination. (286, 290, 292)
- ☐  I can express my interest in a volunteer opportunity. (287, 292)
- ☐  I can understand the main ideas in an advertisement for a volunteer opportunity. (289)
- ☐  I can exchange information about what I and others will do during a vacation. (290, 292)
- ☐  I can describe where I will go and what I will do during a vacation. (291)
- ☐  I can understand when someone describes his or her preparations for an international trip. (295, 303)
- ☐  I can respond to questions to give advice about preparing for an international trip. (296, 303)
- ☐  I can understand the main ideas and some details in a brochure about alternative travel. (299)
- ☐  I can describe how to prepare for an international trip. (299, 303)
- ☐  I can ask and answer questions about how to prepare for international travel. (299)
- ☐  I can understand guidelines for responsible travel. (312, 319)
- ☐  I can write a message to give travel advice to someone. (314)
- ☐  I can ask and answer questions about travel plans. (316, 318)
- ☐  I can answer questions about my travel plans. (319)
- ☐  I can describe my plans for responsible travel. (319)

### Mon progrès interculturel

- ☐ I can predict some similarities and differences I might find between Francophone cultures and my community when traveling abroad. (277)
- ☐ I can identify geographic features of places in the Francophone world and in the region where I live. (283)
- ☐ I can identify the difference between a tourist and a traveller. (285)
- ☐ I can make decisions about international travel options to meet my needs. (306)