

# EntreCultures 3 Can-Do Statements

*EntreCultures 3* 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 understand some information about the characteristics of a good friend. (p. 17)
- ☐  I can describe the characteristics of a good friend. (p. 18)
- ☐  I can understand when someone talks about what they do with friends. (pp. 23, 26)
- ☐   I can describe a new and developing friendship to another person. (pp. 25, 26)
- ☐  I can exchange advice about how to be a good friend. (p. 26)
- ☐  I can exchange information about how I feel at the beginning of a new school year. (p. 29)
- ☐  I can exchange information about what I used to like or not like to do. (pp. 31, 38)
- ☐  I can understand information about preferred leisure activities in an infographic. (p. 32)
- ☐   I can understand when someone talks about activities they used to do. (pp. 33, 38)
- ☐  I can describe how I felt about the first days of school and some events that took place. (p. 38)
- ☐  I can present reasons why I should be given more independence. (p. 41)
- ☐  I can exchange information about work or volunteer experiences and describe my qualifications. (p. 45)
- ☐  I can understand someone telling about life events. (pp. 48, 51)
- ☐  I can write about events that took place in the course of a friendship. (p. 49)
- ☐   I can ask and answer questions about life events. (pp. 50, 51)
- ☐  I can tell about an important event in my life. (p. 51)

## Mon progrès interculturel

- ☐ I can describe similarities and differences between myself and a francophone teen. (p. 9)
- ☐ I can compare the words used to describe friendship in francophone countries and in my community. (p. 15)
- ☐ I can identify how students transport school supplies in francophone cultures and how this reflects the culture. (p. 34)
- ☐ I can identify similarities and differences in obtaining a driver's license in francophone countries and in my community and how the differences affect daily life. (p. 46)

## Unité 2

### Mon progrès communicatif























- ☐  I can describe some advantages of technology. (p. 69)
- ☐   I can describe some advantages of technology and how to use it responsibly. (pp. 71, 81)
- ☐   I can identify some positive or negative uses of the Internet. (pp. 72, 75, 81)
- ☐  I can exchange information about some advantages and/or disadvantages of technology. (pp. 73, 81)
- ☐  I can answer questions to describe my use of social media. (p. 77)
- ☐  I can suggest a change to the rights of citizens and give some reasons why I made the suggestion. (p. 84)
- ☐  I can identify the main ideas and some details in posts about online behaviors. (pp. 86, 91)
- ☐  I can exchange information about how I and others use cell phones in school. (p. 87)
- ☐   I can exchange opinions about how to be a good digital citizen. (pp. 89, 91)
- ☐   I can give advice about Internet responsibility. (pp. 90, 91)
- ☐  I can understand an infographic about various uses of the Internet. (p. 94)
- ☐  I can write simple sentences about how I and others use the Internet to pursue interests. (p. 95)
- ☐  I can understand when people explain an app they would create. (pp. 101, 103)
- ☐  I can explain how an app would be useful as a tool to pursue interests. (pp. 101, 103)
- ☐  I can exchange opinions about what I and others would do in certain situations. (p. 101)
- ☐  I can respond to posts about how I would use a new app. (p. 103)

### Mon progrès interculturel

- ☐ I can identify a poet or other artist that has influenced my country as much as Aimé Césaire influenced Martinique. (p. 62)
- ☐ I can compare my daily life to that of a teen from Martinique. (p. 64)
- ☐ I can compare attitudes about the use of mobile communication devices in schools in France and in my community. (p. 71)
- ☐ I can compare the rights of young people in Canada to those in my community. (p. 83)
- ☐ I can compare national mottos to gain insight into cultural perspectives. (p. 84)
- ☐ I can identify ways in which languages evolve over time based on changing technology and other influences. (p. 96)

## Unité 3

### Mon progrès communicatif

















- ☐  I can understand the main ideas when someone describes interests and dreams for the future. (pp. 121, 132)
- ☐   I can describe my interests and skills related to a potential career path for the future. (pp. 122, 132)
- ☐  I can present a series of steps for choosing a future career path. (p. 124)
- ☐  I can understand and respond to short online messages about interests, skills, and career paths. (p. 126)
- ☐   I can connect ideas about planning for the future related to what I want, what I need, and what interests me. (pp. 131, 132)
- ☐  I can understand the main ideas and some details about how to balance my workload and personal life. (pp. 134, 142)
- ☐  I can understand some strategies for balancing workload and personal life. (p. 137)
- ☐   I can give simple advice about how to balance workload and personal life. (pp. 138, 142)
- ☐   I can state what I think will happen in various situations. (pp. 141, 142)
- ☐  I can understand and respond to a short post to state what will happen. (p. 141)
- ☐   I can identify key information about competencies and soft skills needed for a job. (pp. 144, 151)
- ☐   I can use connected sentences to describe my soft skills and what makes me an ideal candidate. (pp. 144, 151)
- ☐   I can correspond appropriately with a prospective employer. (pp. 145, 151)
- ☐  I can ask and answer simple questions about my and others' future impact on society. (p. 149)
- ☐  I can understand the main ideas and some details when someone describes dreams and plans for the future. (p. 150)

### Mon progrès interculturel

- ☐ I can identify some ways that local language and culture are influenced by bordering countries or regions. (p. 113)
- ☐ I can compare my daily life to that of a teen from Belgium. (p. 116)
- ☐ I can compare similarities and differences in what young people consider as “work” in francophone cultures and in my community. (p. 128)
- ☐ I can describe the role of routines in francophone cultures and in my daily life. (p. 136)
- ☐ I can compare practices and perspectives related to participating in strikes or demonstrations in francophone cultures and in my community. (p. 148)

## Unité 4

### Mon progrès communicatif


















- ☐  I can understand suggestions for preserving the environment. (pp. 169, 180)
- ☐  I can describe the characteristics of an eco-citizen. (p. 171)
- ☐  I can respond to a message to share my plans for preserving the environment. (p. 177)
- ☐  I can understand a poem describing what a poet must do. (p. 178)
- ☐  I can convince others of a plan of action for preserving the environment. (pp. 179, 180)
- ☐  I can answer questions to provide details about a plan of action for protecting the environment. (p. 180)
- ☐  I can understand an infographic about protecting the environment. (pp. 182, 192)
- ☐  I can understand when others describe their role as eco-citizens. (p. 184)
- ☐  I can interact with others to find solutions to environmental problems. (p. 187)
- ☐  I can suggest actions for protecting the environment. (pp. 191, 192)
- ☐  I can interact with others to justify an environmental project. (p. 192)
- ☐  I can exchange information about sustainable development. (pp. 194, 203)
- ☐  I can understand an informational video about sustainable development. (pp. 195, 203)
- ☐  I can understand a podcast about ecological challenges. (p. 200)
- ☐   I can propose and justify a community project related to sustainable development. (pp. 202, 203)

### Mon progrès interculturel

- ☐ I can describe the value of International Education Studies for students in Quebec and in my community. (p. 163)
- ☐ I can compare recycling efforts in my community to those in francophone cultures. (p. 172)
- ☐ I can describe government measures taken to reduce automobile pollution in francophone cultures and in my community. (p. 188)
- ☐ I can describe the benefits of a solar energy project and compare it to clean energy projects in the francophone world and in my community. (p. 198)

## Unité 5

### Mon progrès communicatif






















- ☐  I can understand when someone describes personal identity. (pp. 222, 229)
- ☐  I can discuss important aspects of personal identity. (pp. 222, 229)
- ☐  I can present information comparing statistics about the practice of religion in France and my community. (p. 223)
- ☐  I can express my individuality in a short poem. (p. 226)
- ☐  I can write a short biography or CV that includes important facets of my identity. (pp. 228, 229)
- ☐  I can understand when someone describes past experiences and their effect on personal identity. (p. 231)
- ☐  I can answer questions about past experiences that affected my identity. (pp. 231, 237)
- ☐  I can understand an announcement for a volunteer position. (pp. 232, 237)
- ☐  I can understand when someone describes challenges related to personal identity and the importance of remaining true to oneself. (p. 232)
- ☐  I can express my opinion about what I consider essential for each facet of personal identity. (p. 236)
- ☐  I can describe my experiences and qualifications for a volunteer position. (p. 237)
- ☐   I can understand advice about making positive decisions. (pp. 238, 245)
- ☐   I can share my ideas and comment on the ideas of others. (pp. 239, 245)
- ☐  I can respond to text messages about my developing identity. (p. 244)
- ☐  I can present some personal objectives for joining an organization. (p. 245)

### Mon progrès interculturel

- ☐ I can compare how a francophone teen and I choose to spend free time. (p. 216)
- ☐ I can compare practices for choosing names in francophone cultures and in my community. (p. 226)
- ☐ I can compare how people express their individuality through personal appearance in francophone cultures and in my community. (p. 233)
- ☐ I can identify examples of both sexist and inclusive language use in French and other languages. (p. 240)

## Unité 6

### Mon progrès communicatif

- ☐  I can tell others why I like a work of art. (p. 263)
- ☐   I can express my opinion about art. (pp. 268, 270)
- ☐  I can understand an article about the pros and cons of street art. (pp. 269, 270)
- ☐  I can express my opinion about whether something is art. (p. 269)
- ☐  I can exchange opinions about whether something is art. (p. 270)
- ☐  I can read and respond to posts about the value of art. (pp. 272, 278)
- ☐   I can use French to learn about francophone comics or graphic novels. (p. 273)
- ☐  I can present a work of art to be included in an exhibition. (p. 274)
- ☐  I can convince someone to attend an artistic event. (p. 277)
- ☐   I can understand a message about the importance of art. (pp. 277, 278)
- ☐   I can present justifications for supporting arts programs. (pp. 277, 278)
- ☐  I can understand and summarize key ideas. (pp. 280, 289)
- ☐  I can share my point of view about a work of art. (pp. 281, 289)
- ☐   I can understand main ideas and key details in a personal journal about how cultures influence one another. (p. 283)
- ☐   I can share my opinion about the value of art from different cultures. (pp. 283, 289)

### Mon progrès interculturel

- ☐ I can compare opportunities for developing bilingualism in a francophone country and my community as well as describe some advantages of learning another language. (p. 257)
- ☐ I can give examples of how art influences daily life in francophone cultures and in my community. (p. 266)
- ☐ I can compare the popularity of comics and graphic novels in francophone cultures and in my community. (p. 275)
- ☐ I can give examples of how variations among similar dishes reflect cultural differences. (p. 287)