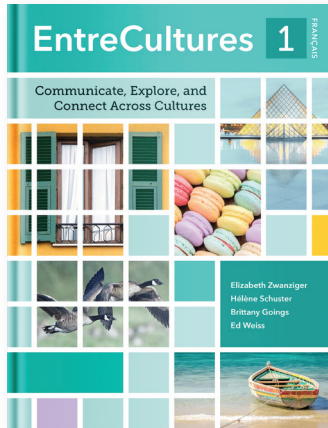


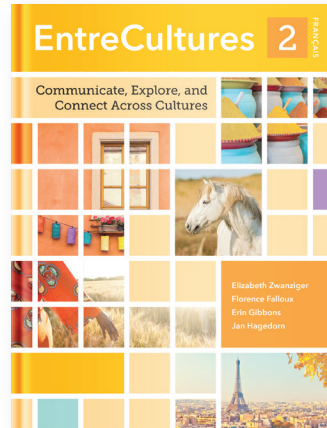
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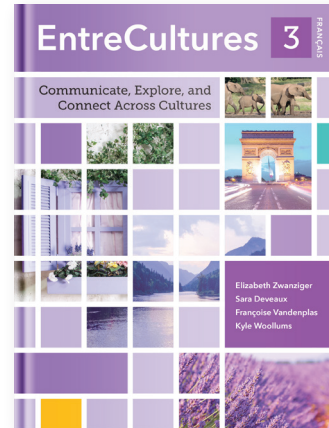


Novice Low to
Novice High

Available as 1A & 1B

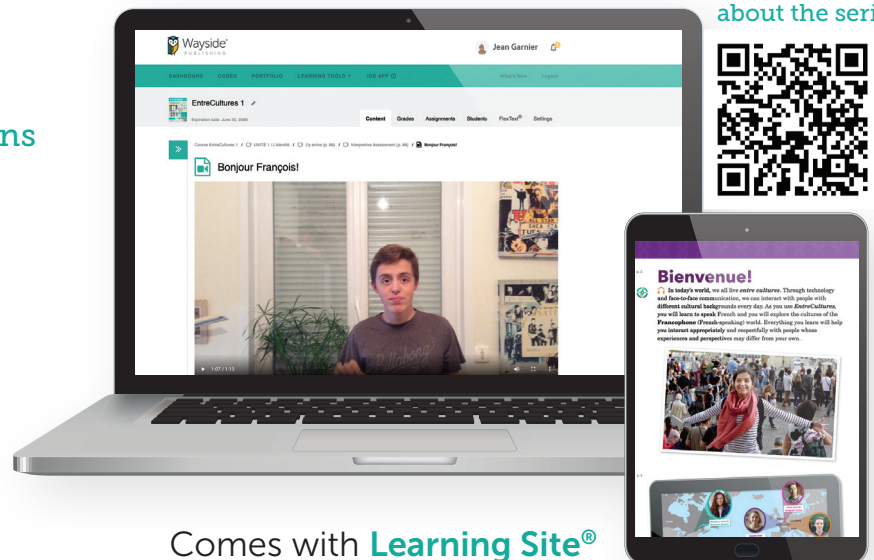


Novice High to
Intermediate Low



Intermediate Low to
Intermediate Mid

- Interculturality
- Authentic Resources
- Unit Goals and Essential Questions
- Real-world Tasks
- Performance-based Summative and Formative Assessments
- Student Portfolio
- Vocabulary and Grammar in context
- ACTFL World-Readiness Standards Alignment



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J'avance 1

Les identités

Étape 1: Écrivez

Think of four people you know well and who are different from each other (different backgrounds, ages, interests...). Can you think of words and/or simple sentences you have learned to talk about their identities? List as many as possible for each person.



| A member of your family | A classmate | Another classmate | An adult in your community |
|-------------------------|-------------|-------------------|----------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Étape 2: Demandez et répondez

Pair up with a student in your class whom you have not yet met. Ask and answer questions to find out as much as you can about him/her. Add the information you learn about your *partenaire* to the chart in *Étape 1*. Record your entire conversation in Explorer, and remember that all of the materials for *J'avance 1* can be found in Explorer.



Unit Goals and Essential Questions

Learners are guided by goals and essential questions at the beginning of every unit. Educators evaluate student progress toward unit goals through the formative assessments found in each *J'avance*.

Objectifs de l'unité

Interact to express your identity, ask for and give personal information, and express preferences about identity.

Interpret images, video, and audio, and print texts in French to gain insights into identity.

Present basic information about yourself.

Investigate, explain, and reflect on identity in France, Quebec, and

Questions essentielles

Who am I? How does what I do define who I am?

How do I exchange information about my identity and that of others?

What are cultural similarities and differences between myself and others in a Francophone community?

Performance-based Assessments

EntreCultures provides analytic, and holistic rubrics, along with assessment guidelines and scoring guides. *J'avance* formative assessments check learners' progress after each unit section and the summative *J'y arrive* assessment is set in an authentic intercultural context.

Découvrons 2

Expressing Preferences

Salut! Est-ce que tu aimes écouter de la musique classique?

Non, je n'aime pas écouter de la musique classique.

Oui, j'aime beaucoup la musique moderne.

Découvertes

Read the dialogue and notice the words in bold. What do you observe about the different forms? Can you figure out when to use *j'aime* and *tu aimes*? Discuss with classmates and teacher, view the *Découvrons 2* resources for this unit online in Explorer, and check the *Synthèse de grammaire* at the end of this unit.

Real-world Tasks

In *Découvrons*, learners complete relevant real-world tasks that promote student choice and higher-level thinking.

UNITÉ 1 | L'identité

Both Marianne and François speak French, but you'll notice that their French sounds different because they come from different areas of the Francophone world. The French that they speak is the same language, but you will notice a different accent, just as you would when listening to people speaking English who come from different places such as Alabama, New York or London.

Le Québec

- Je suis du Québec.
- Je m'appelle Marianne.
- Je suis étudiante.
- J'aime le soccer.

Marianne est de Montréal, au Québec.

La France

- Je m'appelle François.
- Je suis un élève.
- J'ai 15 ans.
- J'étudie l'anglais et l'espagnol.
- J'habite à Amiens au nord de Paris.

François est un élève au collège (middle school) à Amiens, en France.

Le système scolaire en France

- Le collège: école obligatoire de la 6^e à la 3^e secondaire.
- Le lycée: école obligatoire de la 2^e à la 3^e secondaire.
- Le lycée professionnel: école obligatoire de la 2^e à la 3^e secondaire.

Rencontre interculturelle | UNITÉ 1

Activité 1

Bonjour, Marianne et François!

Shared your responses to the following in the discussion forum in Explorer.

Étape 1: Préparation

Look at the pictures of Marianne and François and what is in their speech bubbles. What kind of information do you think they have included in their video blogs? What do you think the phrases in the "Think before you speak" box mean?

Étape 2: Écoute

Listen to the video blogs and note your observations. Do you think you hear Marianne and François say the words from the "Think before you speak" box?

Étape 3: Résumés

Listen and write again. Based on what you see and hear write two sentences about what you think Marianne and François are telling us in their video blogs.

Étape 4: Comparer

How are Marianne and François similar to you? How are they different? Share your observations in class and in your *EntreCultures 1* Explorer notes.

Reflexion interculturelle

What did you notice in the video about what Marianne and François like and don't like? Do they play sports and hang out with friends and family like you like to skateboard and read comics, but don't like doing homework. Are their likes and dislikes similar to or different from yours? Do you think playing sports is similar to or different from yours? Do you think homework is similar to or different from yours? Do you think playing sports is similar to or different from yours? Do you think homework is similar to or different from yours? Do you think playing sports is similar to or different from yours? Do you think homework is similar to or different from yours?

Mon progrès communicatif

I can ask and answer simple questions about identity.

Vocabulary and Grammar In Context

Learners acquire grammar and vocabulary through discovery and communicative practice.

Infographics

Infographics focusing on familiar, everyday topics help learners engage with relevant language and complete real-world tasks.

Can-Do Statements

Communicative and intercultural Can-Do statements allow learners to track and show evidence of their progress.



Authentic Resources

Maps, articles, videos, and more throughout the *EntreCultures* series tie into lessons and activities.