

EntreCultures 1 Can-Do Statements










EntreCultures 1 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 préliminaire

Mon progrès communicatif











- ☐  I can identify and name places on a map where French is spoken around the world. (9)
- ☐  I can understand some basic words and phrases when French speakers introduce themselves. (14)
- ☐  I can answer questions about my name, how I am, and where I am from. (17)
- ☐  I can ask and answer questions to meet and greet a young person. (17)
- ☐  I can follow classroom commands. (19)
- ☐  I can say the date, the day of the week, the month of the year, and my birthday. (21)
- ☐  I can recognize and use numbers to express phone numbers. (25)
- ☐  I can recognize some words related to activities in a promotional video. (29)
- ☐  I can identify the purpose of an advertisement. (31)

Mon progrès interculturel

- ☐ I can identify some familiar products, landmarks, and monuments and what they represent to the Francophone people. (11)
- ☐ I can identify appropriate expressions and practices, such as gestures and body language, associated with greetings, introductions, and leave-taking in Francophone cultures. (16)
- ☐ I can identify how Francophone cultures and my culture celebrate local and national holidays or festivals. (30)
- ☐ I can identify the ways people say numbers for the calendar year in French and in English. (35)

Unité 1

Mon progrès communicatif














- ☐  I can ask and answer simple questions about identity. (48, 53, 55)
- ☐  I can understand words relating to identity to describe myself and others. (49)
- ☐  I can write some simple sentences about identity. (54)
- ☐  I can understand some words and phrases relating to activity preferences. (57)
- ☐  I can ask and answer questions about activities that I like and dislike. (59)
- ☐  I can identify key words and some information in an online ad for a summer camp. (62)
- ☐  I can write simple sentences about myself and activities that I like and I don't like. (63, 66, 68)
- ☐  I can introduce myself and provide some basic information about my identity. (64, 68)
- ☐  I can understand information related to identity and preferences. (71, 80)
- ☐  I can ask and answer questions to get to know another person. (71, 81)

Mon progrès interculturel

- ☐ I can identify some similarities and differences between Francophone young people and myself. (45, 80)
- ☐ I can identify some famous French speakers, their professions, and their contributions. (51)
- ☐ I can identify popular sports in Quebec and France and how they are similar to or different from sports in my community. (59)
- ☐ I can identify musical events and musicians in a Francophone region and how they are the same or different from those in my community. (73)
- ☐ I can identify other languages spoken in my community and what they represent to people. (79)

Unité 2

Mon progrès communicatif

















- ☐  I can understand when someone names school supplies. (95, 104)
- ☐  I can respond to questions relating to school supplies. (97, 105)
- ☐  I can write a list of school supplies. (98)
- ☐  I can understand some basic activities and objects related to specific classes. (107)
- ☐  I can understand the names of classes and how many hours per week they meet. (108)
- ☐  I can ask and answer questions about my class preferences. (111, 117)
- ☐  I can exchange information about my school schedule. (114)
- ☐  I can provide information about my school schedule using the 24-hour clock. (115, 117)
- ☐  I can identify common student activities and locations at school. (120, 124, 132)
- ☐  I can ask and answer questions about typical activities during the school day. (122, 131)
- ☐  I can identify some activities that students like to do at school. (122)
- ☐  I can respond to an email from a Francophone student about typical activities during the school day. (129, 133)
- ☐  I can create a video blog about my daily activities at school. (131)

Mon progrès interculturel

- ☐ I can identify some similarities and differences between a Francophone teen and myself related to school life. (93)
- ☐ I can identify some information about grade levels in a Francophone country and how students' grades are recorded. (100)
- ☐ I can identify what Francophone students do in their free time at school, where they go, and why. (110)
- ☐ I can identify some simple similarities and differences between my schedule and that of a Francophone student. (115, 116)
- ☐ I can identify practices and related perspectives regarding the use of technology in schools in Francophone countries. (123)

Unité 3

Mon progrès communicatif
















- ☐  I can identify family members when I hear someone talk about family. (149, 159)
- ☐  I can identify the actions of family members in a *comptine*, a French nursery rhyme. (150)
- ☐  I can ask and answer questions about family members in a photo. (156)
- ☐  I can respond to questions to provide information and simple details about family members. (157, 159)
- ☐  I can present information about family members using a few simple details. (159)
- ☐  I can share information about the ages of some family members. (162)
- ☐  I can ask and answer questions about characteristics of family members or friends. (162, 171)
- ☐  I can write a description of myself to share with others. (163, 170)
- ☐   I can identify which person is being described. (168, 170)
- ☐  I can understand simple descriptions of Francophone homes. (174)
- ☐  I can write descriptions of the places and activities that bring families together in my culture and in Francophone cultures. (177)
- ☐  I can ask and answer questions about a family home. (180)
- ☐  I can understand online descriptions of rental properties. (181, 182)
- ☐  I can ask appropriate questions to inquire about a rental property in a Francophone country. (181, 183)
- ☐  I can write a description of a rental property in a Francophone country. (181, 183)

Mon progrès interculturel

- ☐ I can identify some similarities and differences between a Francophone teen and myself related to preferences and place of origin. (145)
- ☐ I can identify whom people consider to be part of their family in my culture and in a Francophone culture. (153)
- ☐ I can identify some legal practices related to traditional marriages and civil contracts between two people in France. (164)
- ☐ I can identify how signage in public buildings and spaces in Francophone cultures is similar to and different from that in my culture. (176)

Unité 4

Mon progrès communicatif

















- ☐  I can understand someone's food preferences that are expressed in a video. (198)
- ☐  I can understand and organize foods found in an ad. (199, 206)
- ☐  I can ask and answer questions about food preferences. (204)
- ☐  I can respond to text chats about my eating habits. (204, 206)
- ☐  I can describe a typical meal in my community. (205, 206)
- ☐  I can identify the foods that people eat for different parts of a meal. (211)
- ☐  I can ask and respond to some simple questions about eating habits. (216, 220)
- ☐  I can understand someone's food preferences as expressed in an email. (218, 220)
- ☐  I can compare my food preferences to those of someone else. (218)
- ☐  I can write captions for photos related to menu items. (221)
- ☐  I can understand some facts from an infographic about food waste. (227)
- ☐  I can understand someone talking about responsible choices and practices related to food. (227, 233)
- ☐  I can compare my responsible food choices and practices with those of a Francophone young person. (227)
- ☐  I can exchange information about responsible choices and practices related to food. (232, 233)
- ☐  I can present information about responsible choices and practices related to food. (233)

Mon progrès interculturel

- ☐ I can identify some similarities and differences between a Francophone student and myself related to place of origin and free time activities. (195)
- ☐ I can identify how and why people from the Francophone world eat what they do. (201)
- ☐ I can identify the differences in daily eating customs in various locales in the Francophone world. (210)
- ☐ I can identify some practices related to food waste in Francophone countries and in my community. (224)

Unité 5

Mon progrès communicatif














- ☐  I can identify some leisure activities and where they take place. (247, 257)
- ☐  I can understand a variety of leisure activities. (248, 257)
- ☐  I can ask and answer questions about leisure activities. (248, 257)
- ☐  I can understand written information about leisure activities (250)
- ☐  I can give some simple reasons why I would like to visit a Francophone location. (256)
- ☐  I can ask and answer questions about weekend plans. (259, 268)
- ☐  I can understand simple descriptions about someone's social plans. (260)
- ☐  I can understand some facts about how Francophone people spend their leisure time. (263)
- ☐  I can write a social media post about upcoming plans. (265)
- ☐  I can leave a voicemail inviting a friend to an event. (265, 269)
- ☐  I can understand social media posts about weekend plans. (269)
- ☐  I can make decisions about clothing based on weather. (271, 273)
- ☐  I can understand facts about the weather when symbols are used. (272, 282)
- ☐  I can ask and respond to questions to inquire about preferences. (278)
- ☐  I can exchange information about activities in my community. (280, 282)
- ☐  I can plan weekend activities and clothing based on the weather. (282)

Mon progrès interculturel

- ☐ I can identify some similarities and differences between a Francophone student and myself related to place of origin and free time activities. (245)
- ☐ I can identify popular sporting events in my community and in Francophone cultures and tell how they benefit their communities. (251)
- ☐ I can identify how people celebrate festivals in the Francophone world and in my community. (261)
- ☐ I can identify how people measure in Francophone cultures and in my community. (271)

Unité 6

Mon progrès communicatif

- ☐  I can describe what one can buy in various food stores. (297, 302, 304)
- ☐  I can understand what someone wants to, must, or can do related to shopping for food. (298, 304)
- ☐  I can recommend where to purchase various foods based on what someone wants or needs. (301, 305)
- ☐  I can respond to text messages about what I can buy in various food stores. (303)
- ☐  I can understand and illustrate a simple proverb. (303)
- ☐  I can ask and answer questions about shopping and prices. (309, 315)
- ☐  I can tell where I shop and what I buy there in a video post about a shopping trip. (310, 315)
- ☐  I can identify where to buy various items. (311, 313, 315)
- ☐  I can understand and respond to posts about where people buy various food items. (314)
- ☐  I can ask and answer simple questions about where various places are located. (317)
- ☐  I can describe where a shop is located relative to other places in town. (318, 325)
- ☐  I can describe how people get around town using various types of transportation. (321)
- ☐  I can understand what people do in some stores or other locations in town. (323)
- ☐  I can identify what someone can buy or do in various stores. (325)
- ☐  I can describe what one can do or buy at various locations around town. (325)

Mon progrès interculturel

- ☐ I can identify some similarities and differences between a Francophone student and myself related to hometowns and activities around town. (295)
- ☐ I can identify differences in everyday practices related to food shopping in Francophone communities and in my community, and understand the benefits of both systems. (299)
- ☐ I can identify shopping habits where I live and in the Francophone world and tell how they impact each community. (309)
- ☐ I can identify how public transportation, such as subways and trains, affects the daily lives of people in the Francophone world and in my community. (319)