

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: World Languages
COURSE NAME: French I
SUBMISSION TITLE: *C'est a toi! Level One, 2nd edition*
PUBLISHER: EMC Corporation
GRADE(S): 9-12

COURSE CODE NUMBER: 0701320

OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL
		After successfully completing this course, the student will:	
1		Engage in conversation in French to express feelings and ideas and exchange opinions.	
	FL.A.1.1.1	express likes and dislikes when asked simple questions (e.g., about toys or other objects).	Examples within <i>C'est a Toi!</i> (pages 23, 31, 61, 85, 105, 114,...), <i>Communication</i> (pages 30, 31, 38, 49, 117, 213,...), and <i>Pratique</i> (27, 37, 38, 47, 87, 89,...)
	FL.A.1.1.2	greet others and exchange essential personal information (e.g., home address, telephone number, place of origin, and general health).	Examples on pages 2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, and 16.
	FL.A.1.1.3	use appropriate gestures and expressions (i.e., body language) to complete or enhance verbal messages.	Examples within <i>Un peu de plus</i> (ATE pages 20, 26, 32, and 42) and Examples on pages 4 and 8.
	FL.A.1.2.1	express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment.	Examples within <i>C'est a Toi!</i> (pages 23, 31, 61, 85, 105, 114,...), <i>Communication</i> (pages 30, 31, 38, 49, 117, 213,...), and <i>Pratique</i> (27, 37, 38, 47, 87, 89,...)
	FL.A.1.2.2	exchange information necessary to plan events or activities (e.g., picnics, birthday parties, science projects, and crafts).	Examples within <i>Culture Journal</i> (ATE pages 34, 78, and 162), <i>TPR</i> (ATE page 148), <i>Un peu de plus</i> (ATE pages 155, 161, 298, and 299), <i>Culture (Pages 157-158)</i> , <i>Aperçus culturels</i> (162, 163, and 164), <i>Communication</i> (Pages 166, 167, and 285), <i>Pratique</i> (Page 280), <i>Evaluation Orale</i> (Page 301), <i>Evaluation Ecrite</i> (Page 302), and Examples on pages 154 and 155.
	FL.A.1.3.4	use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.	Examples within <i>Un peu de plus</i> (ATE pages 20, 26, 32, 42) and Examples on pages 4, 8, 10, 11, 12, 13, 15, 17, 247, 248, and 258.
2		Demonstrate understanding of spoken and written French on a variety of topics.	

	FL.A.2.1.1	follow and give simple instructions (e.g., instructions to participate in games or instructions provided by the teacher for classroom tasks).	Examples within <i>Comparisons</i> (ATE 8, 15, 22, 25, 27, 34,...), <i>Connections</i> (ATE 7, 40, 79, 145, 155, 177,...), <i>Cooperative Group Practice</i> (ATE pages 3, 4, 39, 71, 91, 106,...), <i>Game</i> (ATE pages 9, 10, 11, 29, 54, 58,...), <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...), <i>TPR (Total Physical Response)</i> (ATE pages 9, 20, 46, 58, 62, 66,...) <i>un peu de plus</i> (ATE pages 2, 4, 9, 16, 20, 26,...) and Examples on pages ATE 79, ATE 264, 272, and 298.
	FL.A.2.1.2	restate and rephrase simple information from materials presented orally, visually, and graphically in class.	Examples on pages 85, 105, 183, 278, and 392 and within <i>Communication</i> (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in <i>Evaluation orale</i> (pages 52 and 94), in <i>Evaluation visuelle</i> (pages 15, 53, 257, 377, 421, and 460), and in <i>Pratique</i> (pages 47, 63, 87, 89, 108, 141, 143, 152, 153, 155, 165, 166, 167, 194, 210, 227, 230, 252, 267, 269, 271, 280, 281, 283, 284, 294, 295, 314, 315, 323, 337, 371, 372, 391, 432, 433, 443, and 454).
	FL.A.2.1.3	understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities).	Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), <i>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), <i>Evaluation orale</i> (pages 15, 52, 94, 130, 170,...), and <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...).
	FL.A.2.1.4	listen and read in the target language and respond through role playing, drawing, or singing.	Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), <i>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), <i>Evaluation orale/ecrite</i> (pages 15/16, 52/ 53, 94/95, 130/131,...), <i>Listening Comprehension Activities</i> (pages TE53, 5, 11, 23, 35, 45, 60,...), <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...), <i>TPR (Total Physical Response)</i> (ATE pages 9, 20, 46, 58, 62, 66,...), and <i>un peu de plus</i> (ATE pages 2, 4, 9, 16, 20, 26,...).
	FL.A.2.2.1	give and understand written and verbal instructions, using known, verbal patterns in the target language.	Examples within <i>Comparisons</i> (ATE 8, 15, 22, 25, 27, 34,...), <i>Connections</i> (ATE 7, 40, 79, 145, 155, 177,...), <i>Cooperative Group Practice</i> (ATE pages 3, 4, 39, 71, 91, 106,...), <i>Game</i> (ATE pages 9, 10, 11, 29, 54, 58,...), <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...), <i>TPR (Total Physical Response)</i> (ATE pages 9, 20, 46, 58, 62, 66,...), <i>un peu de plus</i> (ATE pages 2, 4, 9, 16, 20, 26,...), and Examples on pages ATE 79, ATE 264, 272, 298, 409, 414-415, and 417.
	FL.A.2.2.3	organize information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts).	Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), <i>Comparisons</i> (ATE pages 296 and 333), <i>Lecture</i> (pages 50, 92-93, 128, 168, 214-215, 254,...), and <i>un peu de plus</i> (ATE pages 2, 4, 9, 16, 20, 26,...)
	FL.A.2.2.5	comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary.	Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), <i>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), and <i>Evaluation orale</i> (pages 15, 52, 94, 130, 170,...).
3		Present information and ideas to an audience through speaking and writing in French.	

	FL.A.3.1.1	provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities).	Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), <i>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), <i>Evaluation orale</i> (pages 15, 52, 94, 130, 170,...), and <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...).
	FL.A.3.2.1	describe important people (e.g., family members and friends) and objects present in his or her everyday environment and in school.	Examples on pages 136-137, 139, 157, and 158 and in the ATE on pages 136, 139, 157, and 167.
	FL.A.3.2.3	give responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works.	Examples within questions following Reading Materials (pages 41, 120, 127, 155, 156, 159, 198,...) and questions following <i>Lecture</i> (pages 50, 92-93, 128, 168, 214-215, 254,...), and <i>Connections</i> (ATE pages 40, 428, and 429).
4		Demonstrate understanding of social interaction patterns within French culture(s) through participation in cultural activities.	
	FL.B.1.1.1	participate in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).	Examples on ATE pages 22, 34, 40, 385, 428, 429, and 439. Examples within <i>Evaluation Orale</i> (pages 15, 52, 94, 130, 216, 256,...) and within <i>Communication</i> (pages 253, 351, and 361).
	FL.B.1.1.2	recognize patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community).	Examples within <i>Communication culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), <i>Aperçus culturelle</i> (pages 4, 11, 103, 113, and 247), and <i>Communication</i> (pages 13, 31, 67, 231, 285, 297, and 352).
	FL.B.1.1.3	recognize various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods).	Examples within <i>Aperçus culturels</i> (pages 4, 22, 34, 45, 60, 71,...) and in <i>Culture</i> (40, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447).
	FL.B.1.2.1	recognize various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).	Examples within <i>Aperçus culturels</i> (pages 4, 22, 34, 45, 60, 71,...) and in <i>Culture</i> (40, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447).
5		Apply knowledge of French language and culture(s) to further knowledge of other disciplines.	
	FL.C.1.1.1	use simple vocabulary and phrases to identify objects and concepts from other disciplines.	Examples on pages 5, 11-12, 22-23, 35-36, 45-46, and 60-61,.... Examples within <i>Vocabulaire</i> (pages 2, 9, 20, 32, 42, 58,...), and in <i>Pratique</i> (pages 24-25, 26, 27, 36, 46,...).
	FL.C.1.1.2	participate in an activity in the target-language class that is based on a concept taught in a content class (e.g., shapes or relationships).	Examples within <i>Game</i> (pages 9, 81, 82, 353, 356, and 366,...) and <i>TPR</i> (pages 9, 66, 112, 121, 200, and 409,...).
	FL.C.1.2.1	participate in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures).	Examples within <i>Game</i> (pages 9, 81, 82, 353, 356, and 366,...) and <i>TPR</i> (pages 9, 66, 112, 121, 200, and 409,...).
	FL.C.1.2.2	use target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations).	Examples on pages 84-85, 123, 150, 179-180, 349, 356, 369, 386, and 397-398). Examples within <i>Game</i> (pages 9, 81, 82, 353, 356, and 366,...) and <i>TPR</i> (pages 9, 66, 112, 121, 200, and 409,...).

	FL.C.2.1.1	use the target language to gain access to information that is only available through the target language or within the target culture (listen to a story told in the target language).	Examples within <i>Connections</i> (pages ATE 7, 40, 79, 145, 155, 177,...), in <i>Lecture</i> (pages 254-255 and 338), and in <i>un peu de plus</i> (ATE pages 254, 255, and 338). Also, see the following ancillaries: TPR Storytelling Manual, Internet Resource Center (News Ticker, I-Catcher, and Hit Ticker).
6		Analyze and use different patterns of communication and social interaction appropriate to the setting.	
	FL.D.1.1.1	know examples of word borrowing from one language to another.	Examples on pages 20, 32, 42, 69, 101, 111,...Examples in <i>Aperçus culturels</i> (pages 11, 22, 34, 60, 207, 369,...), in <i>Culture Journal</i> (ATE page 15), in FYI (ATE page 92), in <i>Lecture</i> (pages 92-93), and in <i>Teaching Notes</i> (ATE pages 22, 69, and 409), and in <i>un peu de plus</i> (ATE page 92).
	FL.D.1.1.2	use simple vocabulary and short phrases in the target language.	Examples on pages 5, 11-12, 22-23, 35-36, 45-46, and 60-61,.... Examples within <i>Vocabulaire</i> (pages 2, 9, 20, 32, 42, 58,...), and in <i>Pratique</i> (pages 24-25, 26, 27, 36, 46,...).
	FL.D.1.2.1	identify examples and understand the significance of true and false cognates (i.e., words derived from a common original form).	Examples in <i>Aperçus culturels</i> (page 22), in <i>Culture Journal</i> (ATE page 15), in FYI (ATE page 92), in <i>Lecture</i> (pages 92-93), and in <i>Teaching Notes</i> (ATE pages 22, 69, and 409), and in <i>un peu de plus</i> (ATE page 92).
	FL.D.1.2.2	recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression.	Examples in <i>Prononciation</i> (31, 68, 110, 145, 187, 231,...) and in <i>Langue Active</i> (pages 24, 25, 26, 27, 36, 46,...).
	FL.D.2.1.1	know the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture.	Examples within <i>Communication culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), <i>Aperçus culturelle</i> (pages 4, 11, 103, 113, and 247), and <i>Communication</i> (pages 13, 31, 67, 231, 285, 297, and 352).
	FL.D.2.1.2	recognize that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings).	Examples on pages 100, 101, 104, 105, 262, 265, 266, 274, 275, 278, 279, 289, 291, 292, 309, 312, and 313. Examples within <i>Aperçus culturels</i> (pages 103, 264, 277, and 311-312), in <i>Connections</i> (ATE page 264), in <i>Cultural Journal</i> (ATE pages 265 and 277), and in <i>Culture</i> (78-80, 286-288, and 328-330).
	FL.D.2.2.1	distinguish the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture.	Examples within <i>Communication culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), <i>Aperçus culturelle</i> (pages 4, 11, 103, 113, and 247), and <i>Communication</i> (pages 13, 31, 67, 231, 285, 297, and 352).
	FL.D.2.2.2	recognize forms of the target language evident in the local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).	Examples within Reading Materials (pages 41, 120, 127, 155, 156, 159, 198,...) and in <i>Lecture</i> (pages 50, 92-93, 128, 168, 214-215, 254,...), and in <i>Connections</i> (ATE pages 40, 428, and 429).
7		Demonstrate knowledge of use of the French language within and beyond the school setting.	
	FL.E.1.2.1	know that many people in the United States use languages other than English on a daily basis.	Example within <i>Culture</i> (page 405).

	FL.E.1.2.2	demonstrate an awareness of employment possibilities (and other applications) for those who are able to master the target language.	Examples on pages 188, 189, 190, 191, 192, 193, 197, 198, and 199.
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