

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
COURSE DESCRIPTION**

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

COURSE CODE NUMBER: 0701330

| OUTCOME NUMBER | BENCHMARK NUMBER | INTENDED OUTCOME/BENCHMARK DESCRIPTION   | PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL  |
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|                |                  | <b>After successfully completing this course, the student will:</b>  |  |
| <b>1</b>       |                  | <b>Engage in conversations in French to express feelings and ideas and exchange opinions.</b>  |  |
|                | 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 4, 19, 37, 62, 73, 90,...), in <i>Communication</i> (pages 14, 27, 28, 45, 67, 81,...), and in <i>Pratique</i> (pages 6, 8, 11, 13, 20, 23,...).  |
|                | FL.A.1.2.3       | recognize and appropriately use oral syntax (grouping of words into sentences and phrases) and inflection in spoken target language.   | Examples within <i>Conversation culturelle</i> (pages 2, 15, 34, 58, 70, 87,...), in <i>a Vous de Jouer</i> (pages 37, 45, 146, 206, 216, 249,...), in <i>Evaluation Orale</i> (pages 50, 99, 149, 190, 232, 274,...), in <i>Paired Practice</i> (ATE pages 265, 281, 329, 339, 394, and 453), and <i>Teaching notes</i> (ATE pages 150, 233, 398, and 439).   |
|                | FL.A.1.3.1       | exchange information with peers and familiar adults orally and in writing about topics of common interest and about the target culture (e.g., personal relationships, events in the past, or academic and cultural interests). | Examples in <i>Communication</i> (pages 14, 27, 130, 163, and 295), <i>a Vous de Jouer</i> (pages 37, 45, 146, 206, 216, 249,...), in <i>Evaluation Ecrite</i> (pages 51, 150, 191, and 274), in <i>Evaluation Orale</i> (pages 50, 99, 149, 190, 232, 274,...), in <i>Paired Practice</i> (ATE pages 265, 281, 329, 339, 394, and 453), in <i>Un peu de plus</i> (ATE page 122), and in <i>Teaching notes</i> (ATE pages 150, 233, 398, and 439). |
|                | FL.A.1.3.3       | use appropriate vocabulary and cultural expressions to express the failure to understand a message and to request additional information (i.e., understand how to bridge gaps in communication in the target language).        | Examples on pages 15 and 148 and within <i>Communication</i> (pages 45, 94, 163, 217, 286, 287, 295, 350, 378, 391, and 451), in <i>Evaluation ecrite</i> (page 150), in <i>Evaluation orale</i> (pages 50, 99, 190, 232, 274, 315, 438, and 477), and in <i>Pratique</i> (pages 92 and 162).  |
|                | 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 16, 29, 46, 51, 67, 97,...). Examples on page 249.  |
| <b>2</b>       |                  | <b>Demonstrate understanding of spoken and written French on a variety of topics.</b>  |  |

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| FL.A.2.2.1 | give and understand written and verbal instructions, using known, verbal patterns in the target language.   | Examples within <i>Connections</i> (ATE pages 136, 343, 349, and 406), in <i>Communication</i> (pages 14, 27, 28, 45, 67, 81,...), in <i>Pratique</i> (pages 6, 7, 8, 9, 11, 12,...), in <i>Comparisons</i> (ATE pages 38, 62, 95, 146, 204, 210,...), in <i>Cooperative Group Practice</i> (ATE pages 12, 20, 22, 23, 26, 38,...), in <i>Game</i> (ATE pages 2, 6, 7, 8, 54, 57,...), in <i>Paired Practice</i> (ATE pages 7, 9, 30, 75, 123, 132,...), in <i>TPR</i> (ATE pages 64, 73, 82, 120, 156, 238,...), and in <i>Un peu de plus</i> (ATE pages 16, 29, 46, 51, 67, 97,...). |
| FL.A.2.2.2 | answer or formulate questions about a variety of media experiences produced in the target language (e.g., video, radio, television, songs, or computer programs).                 | Examples within <i>Cultural Journal</i> (ATE pages 139 and 463), in <i>Cooperative Group Practice</i> (ATE pages 208, 209, 325, 417, 463, and 467), in <i>Paired Practice</i> (ATE pages 123, 230, and 477), in <i>Teaching Notes</i> (ATE pages 163 and 209), and in <i>Un peu de plus</i> (ATE page 163).  |
| 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 in <i>Communication</i> (pages 14, 27, 28, 45, 67, 81,...), in <i>Cooperative Group Practice</i> (ATE pages 74 and 463), in <i>Evaluation Ecrite</i> (pages 51, 100, 150, 191, 232, 274,...), in <i>Lecture</i> (pages 46-48, 95-98, 147-148, 188-189, 230-231, 271-272,...), in <i>Teaching Notes</i> (ATE page 438), and in <i>Un peu de plus</i> (ATE pages 147 and 474).  |
| FL.A.2.2.4 | listen and read in the target language for leisure and personal enrichment (e.g., listen to, read, or view age-appropriate stories, plays, poems, films, or visual works of art). | Examples in <i>Communication</i> (pages 14, 27, 28, 45, 67, 81,...), in <i>Conversation culturelle</i> (pages 2, 15, 34, 58, 70, 87,...), in <i>Evaluation Ecrite/Orale</i> (pages 50/51, 99/100, 150, 190/191, 232, 274,...), in <i>Listening Comprehension Activities</i> (pages 3, 18, 36, 60, 72, 89,...), in <i>Paired Practice</i> (ATE pages 7, 9, 30, 75, 123, 132,...), in <i>TPR</i> (ATE pages 64, 73, 82, 120, 156, 238,...), and <i>Un peu de plus</i> (ATE pages 16, 29, 46, 51, 67, 97,...).  |
| 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 28, 146, 286, 311, and 451), in <i>Conversation culturelle</i> (pages 2, 15, 34, 58, 70, 87,...), in <i>a Vous de Jouer</i> (pages 37, 45, 146, 206, 216, 249,...), in <i>Evaluation Oreale</i> (pages 50, 99, 149, 190, 232, 274,...), and <i>Teaching notes</i> (ATE pages 150, 233, 398, and 439).  |
| FL.A.2.2.6 | compare and contrast age-appropriate target-language records, films, and TV programs.   | Examples within <i>Connections</i> (ATE pages 177, 197, 233, 260, and 384), in <i>Comparisons</i> (ATE pages 181 and 210), and in <i>Cooperative Group Practice</i> (ATE pages 166, 208, 209, and 463).  |
| FL.A.2.2.7 | recognize the multiple ways in which an idea may be expressed in the target language and use them appropriately.  | Examples in <i>Communication</i> (pages 14, 27, 28, 45, 67, 81,...), in <i>Comparisons</i> (ATE pages 181 and 210), in <i>Connections</i> (ATE pages 177, 197, 233, 260, and 384), in <i>Cooperative Group Practice</i> (ATE pages 74, 166, 208, 209, and 463), in <i>Evaluation Ecrite</i> (pages 51, 100, 150, 191, 232, 274,...), in <i>Lecture</i> (pages 46-48, 95-98, 147-148, 188-189, 230-231, 271-272,...), in <i>Teaching Notes</i> (ATE page 438), and in <i>Un peu de plus</i> (ATE pages 147 and 474).  |

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|          | FL.A.2.3.4 | recognize the relationship between verbal and nonverbal signals in communication, while listening to a live speaker of the target language or while viewing and listening to a mass-media product (i.e., film, video, or concert).  | Examples within <i>Cooperative Group Practice</i> (ATE pages 166 and 209). See the following ancillaries: <i>Unit Tests DVD and DVD Program</i> .   |
| <b>3</b> |            | <b>Present information and ideas to an audience through speaking and writing in French.</b>   |   |
|          | 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 135, 139, 141, 144, 145, 156, 158, 164, 165, 168, 169, 172, 179, 182, and 188-189. Examples within <i>Cooperative Group Practice</i> (ATE pages 137, 138, 179, and 180), in <i>Cultural Journal</i> (ATE pages 138, 139, 165, and 188), in <i>Game</i> (pages 157 and 183), in <i>TPR</i> (ATE pages 156), and in <i>Un peu de plus</i> (ATE pages 164, 188, and 189).  |
|          | FL.A.3.2.2 | provide information in spoken or written form on a variety of topics of popular and cultural interest (provide, e.g., descriptions, expressions of opinion, appreciation, and analysis).  | Examples within <i>Aperçus Culturels</i> (pages 3, 16, 35, 59, 71, 88,...), in <i>Connections</i> (ATE pages 28, 29, 61, 71, 72, 82,...), in <i>Cultural Journal</i> (ATE pages 31, 83, 94, 138, 139, 165,...), in <i>Culture</i> (pages 29-32, 82-85, 131-133, 175-178, 218-220, 260-262,...), and in <i>Evaluation culturelle</i> (pages 49, 99, 149, 190, 232, 273,...).   |
|          | 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 <i>Connections</i> (ATE pages 28, 29, 61, 71, 72, 82,...), in <i>Cultural Journal</i> (ATE pages 83, 181, 210, and 424), in <i>Lecture</i> (pages 46-48, 95-98, 147-148, 188-189, 230-231, 271-272,...), and in Reading Materials (pages 33, 85, 134, 178, 221, 263,...).   |
|          | FL.A.3.3.1 | write various types of texts (e.g., simple letters and essays) for a defined audience (e.g., teacher, peers, or pen pal) about topics of personal interest or experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).   | Examples on pages 4 and 19 and within <i>Communication</i> (pages 27, 94, 130, 163, and 295), in <i>Evaluation Ecrite</i> (pages 51, 150, 191, 274, 354, and 397), in <i>Evaluation Visuelle</i> (pages 51 and 274) and in <i>Un peu de plus</i> (ATE pages 122, 148, and 440).   |
|          | FL.A.3.3.2 | provide information in spoken and written form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and contrasts between the target culture and his or her own culture). | Examples on pages 4 and 19 and within <i>Communication</i> (pages 27, 94, 130, 163, and 295), in <i>Conversation culturelle</i> (pages 2, 15, 34, 58, 70, 87,...), in <i>a Vous de Jouer</i> (pages 37, 45, 146, 206, 216, 249,...), in <i>Evaluation Ecrite</i> (pages 51, 150, 191, 274, 354, and 397), in <i>Evaluation Orale</i> (pages 50, 99, 149, 190, 232, 274,...), in <i>Evaluation Visuelle</i> (pages 51 and 274), in <i>Paired Practice</i> (ATE pages 265, 281, 329, 339, 394, and 453), in <i>Teaching Notes</i> (ATE pages 150, 233, 398, and 439), and in <i>Un peu de plus</i> (ATE pages 122, 148, and 440). |
|          | FL.A.3.4.1 | effectively communicate orally in the target language regarding a past, present, or future event.   | Examples within <i>Conversation culturelle</i> (pages 2, 15, 34, 58, 70, 87,...), in <i>a Vous de Jouer</i> (pages 37, 45, 146, 206, 216, 249,...), in <i>Evaluation Orale</i> (pages 50, 99, 149, 190, 232, 274,...), in <i>Paired Practice</i> (ATE pages 265, 281, 329, 339, 394, and 453), and <i>Teaching notes</i> (ATE pages 150, 233, 398, and 439).  |

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| 4 |            | <b>Demonstrate understanding of social interaction patterns within French culture(s) through participation in cultural activities.</b>  |   |
|   | 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>Apercus Culturels</i> (pages 3, 17, 89, 181, 198, 211, and 224), in <i>Connections</i> (ATE pages 29, 124, 177, 180, 187, 233,...), in <i>Cooperative Group Practice</i> (ATE pages 12 and 96), in <i>Culture</i> (pages 29-32, 177, 218-220, and 260), in <i>Lecture</i> (pages 95-97), and in <i>Un peu de plus</i> (ATE pages 46, 197, and 311).                    |
|   | FL.B.1.2.2 | identify patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.   | Example in <i>Culture</i> (pages 29-32).  |
|   | FL.B.1.2.3 | experience and react to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g., children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings). | Examples within <i>Apercus Culturels</i> (pages 3, 17,71, 89, 181, 198, 211, and 224), in <i>Connections</i> (ATE pages 29, 124, 177, 180, 187, 233,...), in <i>Cooperative Group Practice</i> (ATE pages 12 and 96), in <i>Culture</i> (pages 29-32, 82-85, 131-133, 177, 218-220, and 260), in <i>Lecture</i> (pages 95-97), and in <i>Un peu de plus</i> (ATE pages 46, 197, and 311). |
|   | FL.B.1.3.1 | use appropriate verbal and nonverbal communication for daily activities with peers and adults   | Examples within <i>Conversation culturelle</i> (pages 2, 15, 34, 58, 70, 87,...), in <i>a Vous de Jouer</i> (pages 37, 45, 146, 206, 216, 249,...), in <i>Evaluation Orale</i> (pages 50, 99, 149, 190, 232, 274,...), in <i>Paired Practice</i> (ATE pages 265, 281, 329, 339, 394, and 453), and <i>Teaching notes</i> (ATE pages 150, 233, 398, and 439).                              |
|   | FL.B.1.3.3 | recognize simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (e.g., school, family, and immediate community).   | Examples within <i>Apercus Culturels</i> (pages 3, 122, 211, and 224), in <i>Culture</i> (pages 177, 218-219, and 260-262), in <i>Cultural Journal</i> (ATE page 94), and in <i>Un peu de plus</i> (ATE page 395).  |
|   | FL.B.1.3.4 | identify and discuss various aspects of the target culture (e.g., educational systems or institutions, means of transportation, and various rules).   | Examples on pages 107, 238, 239, 264, and 265. Examples within <i>Apercus Culturels</i> (pages 59, 60, 109, 241, 252, 266, 416, and 454), in <i>Cooperative Group Practice</i> (ATE pages 55, 108, 415, and 455), in <i>Culture</i> (pages 462-464), in <i>FYI</i> (ATE page 109), and in <i>TPR</i> (ATE page 264).  |
| 5 |            | <b>Apply knowledge of French language and culture(s) to further knowledge of other disciplines.</b>   |   |
|   | 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).  | Example on page 414 and within <i>Apercus Culturels</i> (pages 16-17, 35, 71, 109-110, 122, 137, 158, 167, 181, 224, 240, 252, 266, 290, 305, 324, 331, 345, 372, 406, 419, and 428), in <i>Connections</i> (ATE pages 106, 157, 240, and 426), in <i>Culture</i> (pages 131-133, 175-178, 260-262, 339-341, and 422-424), and in <i>Un peu de plus</i> (ATE pages 127 and 147).          |
|   | FL.C.2.2.1 | use information from a story being studied in the target language and connect elements from the story (e.g., color symbolism, geographic setting, and genre characteristics) to similar life situations.  | Examples within <i>Lecture</i> (pages 271-272, 351-352, 392-395, and 436-437, and in <i>Connection</i> (ATE page 475).  |

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|          | FL.C.2.2.2 | access information from a skit or play in the target language that is only available in the target culture.  | Example within <i>Connection</i> (ATE page 379) and see <i>DVD program</i> .   |
|          | FL.C.2.2.3 | express knowledge of real objects and media intended for same-age native speakers in the target language and identify the major elements of the source material (e.g., what it is, why peers use it, and where it might be found). | Examples within <i>Connections</i> (ATE pages 10, 28, 29, 61, 71, 72,...), and in <i>Cooperative Group Practice</i> (ATE pages 108, 166, 208, 209, 325, 455, and 467), in <i>Paired Practice</i> (ATE page 230), and in Reading Materials (pages 33, 85, 134, 178, 221, 263,...). See the following ancillaires: <i>Internet Activities</i> and <i>Internet Resource Center</i> .          |
|          | FL.C.2.2.4 | restate and share information acquired from written texts in the context of a group discussion.  | Examples within <i>Connections</i> (ATE pages 10, 28, 29, 61, 71, 72,...), and in <i>Cooperative Group Practice</i> (ATE pages 108, 208, 325, 455, and 467), in <i>Paired Practice</i> (ATE page 230), and in Reading Materials (pages 33, 85, 134, 178, 221, 263,...).  |
| <b>6</b> |            | <b>Analyze and use different patterns of communication and social interaction appropriate to the setting.</b>  |  |
|          | 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 within <i>Langue Active</i> (pages 6, 8, 10, 12, 20, 22...) and in <i>Lecture</i> (pages 46, 95, 147, 188, 230, 271,...). See the following ancillary: <i>Grammar and Vocabulary Exercises</i> .  |
|          | FL.D.1.4.1 | know elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.  | Examples on page 57 and within <i>Langue Active</i> (pages 6, 8, 10, 12, 20, 22...) and in <i>Lecture</i> (pages 46, 95, 147, 188, 230, 271,...). See the following ancillary: <i>Grammar and Vocabulary Exercises</i> .   |
|          | FL.D.2.2.3 | recognize some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.   | Examples within <i>Apercus Culturels</i> (pages 3, 17, 71, 89, 181, 198, 211, and 224), in <i>Connections</i> (ATE pages 29, 124, 177, 180, 187, 233,...), in <i>Cooperative Group Practice</i> (ATE pages 12 and 96), in <i>Culture</i> (pages 29-32, 82-85, 131-133, 177, 218-220, and 260), in <i>Lecture</i> (pages 95-97), and in <i>Un peu de plus</i> (ATE pages 46, 197, and 311). |
|          | FL.D.2.3.1 | understand cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, "coming of age" celebrations, and recreational gatherings).                                 | Examples within <i>Apercus Culturels</i> (pages 3, 17, 89, 181, 198, 211, and 224), in <i>Connections</i> (ATE pages 29, 124, 177, 180, 187, 233,...), in <i>Cooperative Group Practice</i> (ATE pages 12 and 96), in <i>Culture</i> (pages 29-32, 177, 218-220, and 260), in <i>Lecture</i> (pages 95-97), and in <i>Un peu de plus</i> (ATE pages 46, 197, and 311).                     |
|          | FL.D.2.3.2 | recognize the similarities and differences between music and songs from the target culture and those in the native culture.  | Examples within <i>Apercus Culturels</i> (page 385), in <i>Connections</i> (ATE pages 124, 177, 233, 260, and 384), and in <i>Culture</i> (pages 177 and 260).   |
|          | FL.D.2.4.4 | recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.   | Examples on pages 263, 342, and 425 and within <i>Apercus Culturels</i> (pages 158, 167, 181, 240, 252, 266, 324, 331, 345, 406, 416, and 428) 385), in <i>Culture</i> (pages 175-178, 260-262, 339-341, and 422-424) and in <i>Lecture</i> (pages 271-272, 351-352, and 436-437).   |
| <b>7</b> |            | <b>Demonstrate knowledge of use of the French language within and beyond the school setting.</b>   |  |

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|  | 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 56, 68, 288, 360-361, 369, 370 and within <i>Communication</i> (pages 67 and 364), in <i>Connections</i> (ATE pages 362 and 365), and in <i>Cooperative Group Practice</i> (ATE page 361).  |
|  | FL.E.1.3.1 | know the major languages other than English that are used in the United States and the geographic regions in which they are most commonly used. | Example within <i>Culture</i> (page 29).  |
|  | FL.E.1.4.1 | understand that knowing more than one language allows people to function effectively in multilingual communities.                               | Examples on page 346 and within <i>Communication</i> (pages 45, 270, 287, and 296), in <i>Evaluation écrite</i> (pages 232, 397, and 438), in <i>Evaluation orale</i> (pages 232, 315, 397, and 438), in <i>Evaluation visuelle</i> (pages 51, 233, and 274), and in Reading Materials (pages 33, 134, 301, and 465). |

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