

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

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

COURSE CODE NUMBER: 0701340

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.1.2.3	recognize and appropriately use oral syntax (grouping of words into sentences and phrases) and inflection in spoken target language.	Examples within <i>A Vous de jouer</i> (page 49), in <i>Communication</i> (pages 45, 75, 123, 141, 169, 186,...), in <i>Conversation culturelle</i> (pages 4, 27, 60, 78, 108, 125,...), in <i>En Partenaire</i> (pages 12, 38, 41, 45, 49, 70,...), in <i>Evaluation Orale</i> (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in <i>Strategie Communicative</i> (page 446), and in <i>Un peu de plus</i> (ATE 402).
	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 on pages 328 and 421 and within <i>A Vous de jouer</i> (page 49), in <i>Communication</i> (pages 45, 75, 123, 141, 169, 186, 235...), in <i>Conversation culturelle</i> (pages 4, 27, 60, 78, 108, 125,...), in <i>En Partenaire</i> (pages 12, 38, 41, 45, 49, 70,...), in <i>Evaluation Ecrite</i> (pages 100, 192, 379, 423, and 467), in <i>Evaluation Orale</i> (pages 51, 99, 147, 192, 243, 283,...), in <i>Evaluation Visuelle</i> (pages 51, 244, and 423), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), and in <i>Strategie Communicative</i> (page 446).
	FL.A.1.3.2	interact with fluent native or neo-native users of the target language, with sufficient skill to gather information necessary for a simple project. (Note: The teacher of a Level III or above foreign language course may be considered a near-native speaker of the language.)	Examples in <i>Un peu de plus "Dictee"</i> (ATE pages 52, 100, 147, 192, 243, 330,...) and in <i>Game</i> (ATE pages 3, 12, 14, 16, 18, 41,...).

	FL.A.1.4.1	interact in the target language in a number of true-life situations chosen from a variety of contexts (e.g., asking for information).	Examples within <i>A Vous de jouer</i> (page 49), in <i>Communication</i> (pages 45, 75, 123, 141, 169, 186,...), in <i>Conversation culturelle</i> (pages 4, 27, 60, 78, 108, 125,...), in <i>En Partenaire</i> (pages 12, 38, 41, 45, 49, 70,...), in <i>Evaluation Orale</i> (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in <i>Strategie Communicative</i> (page 446), and in <i>Un peu de plus</i> (ATE 402).
	FL.A.1.4.2	rephrase and use indirect expressions to communicate a message in the target language.	Examples within <i>Strategie Communicative</i> (page 305) and in <i>Un peu de plus</i> (ATE page 305).
2		Demonstrate understanding of spoken and written French on a variety of topics.	
	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 within <i>Connections</i> (ATE pages 108 and 279), in <i>Cooperative Group Practice</i> (ATE pages 76 and 280), in <i>Lecture</i> (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in <i>Paired Practice</i> (ATE pages 188, 215, and 328), and in <i>Reading Materials</i> (pages 33, 67, 114, 163, 228, 230,...).
	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 within <i>Lecture</i> (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...) and in <i>Strategie Communicative</i> (pages 25, 76, 124, 170-171, 217-220, 265,...).
	FL.A.2.3.1	comprehend and interpret the content of authentic, written materials selected according to the familiarity of the topic and the scope of vocabulary and structure (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, and advertisements).	Examples within <i>Connections</i> (ATE pages 108 and 279), in <i>Cooperative Group Practice</i> (ATE pages 76 and 280), in <i>Lecture</i> (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in <i>Paired Practice</i> (ATE pages 188, 215, and 328), in <i>Reading Materials</i> (pages 33, 67, 114, 163, 228, 230,...), and in <i>Un peu de plus</i> (ATE page 124).
	FL.A.2.3.2	comprehend and interpret the main ideas and details from television, movies, videos, radio, or live presentations produced in the target language.	Examples within <i>Communication</i> (page 141), in <i>FYI</i> (ATE page 130), and in <i>Un peu de plus</i> (ATE pages 145 and 282). See the following ancillaries: <i>DVD Programs</i> and <i>Audio CD Programs</i> .
	FL.A.2.3.3	formulate and answer questions about the literary elements (e.g., plot, characters, main ideas, and supporting details) of authentic target-language literary selections.	Examples within <i>Connections</i> (ATE page 108), in <i>Cooperative Group Practice</i> (ATE pages 76 and 377), in <i>Lecture</i> (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in <i>Pratique</i> (page 376), and in <i>Teaching Notes</i> (ATE page 124).
	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>Communication</i> (page 141), in <i>FYI</i> (ATE page 130), and in <i>Un peu de plus</i> (ATE pages 145 and 282). See the following ancillaries: <i>DVD Programs</i> and <i>Audio CD Programs</i> .
3		Present information and ideas to an audience through speaking and writing in French.	

	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 328 and 421 and within <i>Communication</i> (pages 75, 169, 186, 235, 264, and 323), in <i>Comparisons</i> (ATE page 421), in <i>Cooperative Group Practice</i> (ATE pages 263 and 377), in <i>Evaluation Ecrite</i> (pages 100, 192, 379, 423, and 467), in <i>Evaluation Visuelle</i> (pages 51, 244, and 423), in <i>Paired Practice</i> (ATE pages 47 and 354), and in <i>Un peu de plus</i> (ATE pages 76, 94, 124, 145, 188, 241,...).
	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 282 and 421 and within <i>A Vous de jouer</i> (page 49), in <i>Communication</i> (pages 45, 75, 123, 141, 169, 186, 235, 264, 323,...), in <i>Comparisons</i> (ATE page 421), in <i>Conversation culturelle</i> (pages 4, 27, 60, 78, 108, 125,...), in <i>Cooperative Group Practice</i> (ATE pages 263 and 377), in <i>En Partenaire</i> (pages 12, 38, 41, 45, 49, 70,...), in <i>Evaluation Ecrite</i> (pages 100, 192, 379, 423, and 467), in <i>Evaluation Orale</i> (pages 51, 99, 147, 192, 243, 283,...), in <i>Evaluation Visuelle</i> (pages 51, 244, and 423), in <i>Listening Comprehension Activities</i> (pages 5, 29, 62, 80, 111, 128,...), in <i>Paired Practice</i> (ATE pages 47 and 354), in <i>Strategie Communicative</i> (page 446), and in <i>Un peu de plus</i> (ATE pages 76, 94, 124, 145, 188, 241,...).
	FL.A.3.4.1	effectively communicate orally in the target language regarding a past, present, or future event.	Examples within <i>A Vous de jouer</i> (page 49), in <i>Communication</i> (pages 45, 75, 123, 141, 169, 186,...), in <i>Conversation culturelle</i> (pages 4, 27, 60, 78, 108, 125,...), in <i>En Partenaire</i> (pages 12, 38, 41, 45, 49, 70,...), in <i>Evaluation Orale</i> (pages 51, 99, 147, 192, 243, 283,...), in <i>Listening Comprehension Activities</i> (pages 5, 29, 62, 80, 111, 128,...), in <i>Strategie Communicative</i> (page 446), and in <i>Un peu de plus</i> (ATE 402).
	FL.A.3.4.2	communicate in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).	Examples on pages 328 and 421 and within <i>Communication</i> (pages 75, 169, 186, 235, 264, and 323), in <i>Comparisons</i> (ATE page 421), in <i>Cooperative Group Practice</i> (ATE pages 263 and 377), in <i>Evaluation Ecrite</i> (pages 100, 192, 379, 423, and 467), in <i>Evaluation Visuelle</i> (pages 51, 244, and 423), in <i>Paired Practice</i> (ATE pages 47 and 354), and in <i>Un peu de plus</i> (ATE pages 76, 94, 124, 145, 188, 241,...).
4		Demonstrate understanding of social interaction patterns within French culture(s) through participation in cultural activities.	
	FL.B.1.3.2	participate in age-appropriate cultural activities (e.g., sports-related activities, music, television, and games).	Examples in <i>Apercus culturels</i> (pages 31-32, 113, 130-131, 207, 314, and 435), in <i>Cooperative Group Practice</i> (ATE 327), in <i>Dossier Ouvert/Ferme</i> (pages 106/146 and 154/190), in <i>Journal personnel</i> (page 132 and 454), in <i>Journal personnel</i> (ATE page 107 and 131), and in <i>Un peu de plus</i> (ATE 113).

	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 in <i>Aperçus culturels</i> (pages 8, 161-162, 176-177, and 315), in <i>Connections</i> (ATE 295 and 297), in <i>Journal personnel</i> (page 9 and 178), and in <i>Journal personnel</i> (ATE page 2 and 238).
	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 in <i>Aperçus culturels</i> (pages 8, 64-66, 82, 161-162, 176-177, 270-271, 296-297, 314-315, 408, and 436), in <i>Connections</i> (ATE 173, 267, and 297), in <i>Journal personnel</i> (page 9, 164, 178, 273, 298, 364, 411, and 437), and in <i>Journal personnel</i> (ATE page 223, 238, and 251).
	FL.B.1.3.5	know various expressive forms of the target culture such as popular music, dance, children's magazines, comic books, children's literature, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and the influence of these forms on the larger community.	Examples in <i>Aperçus culturels</i> (pages 31-32, 113, 130-131, 207, 314, and 435), in <i>Cooperative Group Practice</i> (ATE 327), in <i>Dossier Ouvert/Ferme</i> (pages 106/146 and 154/190), in <i>Journal personnel</i> (page 132 and 454), in <i>Journal personnel</i> (ATE page 107 and 131), in <i>Lecture</i> (pages 47-49, 94-97, 142-145, 236-241, 280-281, 324-326, 372-376, and 418-420), in <i>Teaching Notes</i> (ATE page 124), and in <i>Un peu de plus</i> (ATE 113). See the following ancillary: <i>Easy Reading Series</i> .
	FL.B.1.4.1	interact in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication.	Examples within <i>A Vous de jouer</i> (page 49), in <i>Conversation culturelle</i> (pages 4, 27, 60, 78, 108, 125,...), in <i>En Partenaire</i> (pages 12, 38, 41, 45, 49, 70,...), and in <i>Evaluation Orale</i> (pages 51 and 422).
	FL.B.1.4.2	identify and discuss various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture.	Examples in <i>Aperçus culturels</i> (pages 8, 161-162, 176-177, and 315), in <i>Connections</i> (ATE 295 and 297), in <i>Journal personnel</i> (page 9 and 178), and in <i>Journal personnel</i> (ATE page 2 and 238).
5		Apply knowledge of French language and culture(s) to further knowledge of other disciplines.	
	FL.C.1.3.1	use new information from a target language class (e.g., knowledge gained through a film or discussion in language class) to enhance study of a topic in another class.	Examples on page 376 and within <i>Connections</i> (ATE pages 4, 173, 267, 279, 293, and 409) and in <i>Un peu de plus</i> (ATE pages 145, 241, and 446).
	FL.C.1.3.2	use sources in the target language to assemble specific information about topics of personal interest in connection with ideas being studied in another class.	Examples on page 376 and within <i>Connections</i> (ATE pages 4, 173, 267, 279, 293, and 409) and in <i>Un peu de plus</i> (ATE pages 145, 241, and 446).
	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>Connections</i> (ATE page 108) and in <i>Lecture</i> (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282, 324-326, 371-376, 417-420, and 461-463).
	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 page 108), in <i>Lecture</i> (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282, 324-326, 371-376, 417-420, and 461-463), in <i>Paired Practice</i> (page 47), and in <i>Un peu de plus</i> (ATE page 241). See the following ancillary: <i>Easy Readers Series</i> .

	FL.C.2.3.1	use the target language to establish contact with members of the target culture (e.g., to obtain information about a hobby, sport, or topic of general interest).	Examples within <i>Communication</i> (page 235), in <i>Evaluation Ecrite</i> (page 244, 379, 423, and 467) and in <i>Teaching Notes</i> (ATE page 265). See the following ancillary: <i>Internet Resource Center (Hit Ticker)</i> .
	FL.C.2.3.2	use the target language to gain access to information and perspectives that are only available through the target language or within the target culture (e.g., target-language tourism publications or target-language sources about the target-language community).	Examples within <i>Communication</i> (page 173, 279, 293, and 373), in <i>Cooperative Group Practice</i> (ATE page 377) and in <i>Teaching Notes</i> (ATE page 93, 227, 282, and 402). See the following ancillary: <i>Internet Resource Center</i> .
	FL.C.2.3.3	use films or texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of the target culture.	Examples on page 376 and within <i>Connections</i> (ATE page 4, 108, 173, 267, 279, 293, and 409), in <i>Lecture</i> (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282, 324-326, 371-376, 417-420, and 461-463), in <i>Paired Practice</i> (page 47), and in <i>Un peu de plus</i> (ATE page 145, 241, and 446). See the following ancillary: <i>Easy Readers Series</i> .
	FL.C.2.4.3	use target-language skills to obtain information and perspectives from speakers of the target language.	Examples within <i>Communication</i> (page 173, 235, 279, 293, and 373), in <i>Cooperative Group Practice</i> (ATE page 377), in <i>Evaluation Ecrite</i> (page 244, 379, 423, and 467), and in <i>Teaching Notes</i> (ATE page 93, 227, 265, 282, and 402). See the following ancillary: <i>Internet Resource Center</i> .
	FL.C.2.4.4	use target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest.	Examples within <i>Communication</i> (page 173, 235, 279, 293, and 373), in <i>Cooperative Group Practice</i> (ATE page 377), in <i>Evaluation Ecrite</i> (page 244, 379, 423, and 467), and in <i>Teaching Notes</i> (ATE page 93, 227, 265, 282, and 402). See the following ancillary: <i>Internet Resource Center</i> .
6		Analyze and use different patterns of communication and social interaction appropriate to the setting.	
	FL.D.1.3.1	understand how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form.	Examples within <i>Teaching Notes</i> (ATE pages 39, 41, 388, and 448).
	FL.D.1.3.2	identify and use typical patterns of communication in the target language (e.g., cognates and syntax variations) both orally and in written form.	Examples within Comparisons (ATE 21, 26, 68, 84, 87, 115,...), in <i>Cooperative Group Practice</i> (ATE pages 72, 86, 168, 195, 229, 231,...), in <i>FYI</i> (ATE pages 7 and 161), in <i>Langue Active</i> (pages 10, 12, 16, 18, 21, 34,...), in <i>Paired Practice</i> (ATE pages 15, 19, 91, 212, 302, 350,...), and in <i>Teaching Notes</i> (ATE 31, 64, 82, 113, 118, 130, 176,...). 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 within Comparisons (ATE 21, 26, 68, 84, 87, 115,...), in <i>Cooperative Group Practice</i> (ATE pages 72, 86, 168, 195, 229, 231,...), in <i>Langue Active</i> (pages 10, 12, 16, 18, 21, 34,...), and in <i>Paired Practice</i> (ATE pages 15, 19, 91, 212, 302, 350,...). See the following ancillary: <i>Grammar and Vocabulary Exercises</i> .

	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 31 and 435), in <i>Cooperative Group Practice</i> (ATE page 36), and in <i>Paired Practice</i> (ATE page 437).
	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>Cooperative Group Practice</i> (ATE page 280), in <i>Journal Personel</i> (page 115), and in <i>Teaching Notes</i> (ATE page 280). See the following ancillary: <i>Internet Resource Center (Hit Ticker)</i> .
	FL.D.2.3.3	recognize the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges).	Examples on pages 11, 36, 43, 85, 166, 231,... and within <i>Communication</i> (pages 24, 93, 123, 141, 323, 353,...) and in <i>Cooperative Group Practice</i> (ATE pages 35 and 133).
	FL.D.2.3.4	understand selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.	Examples within <i>Apercus culturels</i> (pages 82-83, 161-162, 176-177, 270-271, 296-297, and 436), in <i>Connections</i> (ATE pages 31, 292, and 297), and in <i>Journal Personel</i> (page 164, 273, 298, 364, 411, and 437).
	FL.D.2.4.4	recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.	Examples within <i>Apercus culturels</i> (pages 7-8, 206, 226-227, 296, 393-394, and 408-409) and in <i>Journal Personel</i> (page 34, 317, and 394).
7		Demonstrate knowledge of use of the French language within and beyond the school setting.	
	FL.E.1.3.2	know professional organizations or individuals who use the target language (e.g., foreign consulates, corporations, and educational institutions) that he or she could contact to request information about possible employment opportunities.	Examples on pages 107 and 221 and within <i>Apercus Culturels</i> (pages 161-162 and 176) and in <i>Journal Personel</i> (page 115).
	FL.E.1.4.1	understand that knowing more than one language allows people to function effectively in multilingual communities.	Examples on pages 12, 25 , 38, 41, 45, 49, 70, 89, and 145 and within Reading Materials (pages 33, 67, 114, 163, 228, 231, 272, and 453), and in <i>Apercus culturels</i> (pages 7, 31, 64, 82, 113, 130, 161, 176, 205, 226, 254, 270, 296, 314, 345, 362, 393, 408, 435, and 451).
	FL.E.1.4.2	know the benefits that being able to communicate in more than one language can have on one’s career.	Examples within <i>Communication</i> (pages 169, 186, and 279), in <i>Evaluation écrite</i> (pages 192 and 243), in <i>Evaluation orale</i> (pages 192, 283, and 466), in <i>Evaluation visuelle</i> (page 193), in <i>Journal personel</i> (pages 164 and 178), and in <i>Pratique</i> (pages 122 and 157).

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