

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: High School French **State-Funded Course:** 60.01200 French II

Textbook Title: C'est à toi! Level Two, 2nd edition

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<http://www.georgiastandards.org/>.*

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
I. Communication Interpersonal Mode of Communication - MLII.IP1	<p>The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. The students:</p> <p>A. Express needs and preferences.</p> <p>B. Express feelings and emotions.</p> <p>C. Request help and clarification.</p> <p>D. Give descriptions</p>	<p>A. Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Écrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Listening Comprehension Activities (pages 3, 18, 36, 60, 72, 89,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE pages 16, 29, 46, 5167, 97,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Teaching notes (ATE pages 150, 233, 398, and 439).</p> <p>B. Examples in C'est à Toi! (pages 4, 19, 37, 62, 73, 90,...) and in Communication (pages 14, 27, 28, 45, 67, 81,...).</p> <p>C. Examples on pages 15 and 148 and within Communication (pages 45, 94, 163, 217, 286, 287, 295, 350, 378, 391, and 451), in Évaluation écrite (page 150), in Évaluation orale (pages 50, 99, 190, 232, 274, 315, 438, and 477), and in Pratique (pages 92 and 162).</p> <p>D. Examples in Communication (pages 14, 27, 130, 163, and 295), à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Ecrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE page 122), and in Teaching notes (ATE pages 150, 233, 398, and 439).</p>

<p>MLII.IP2</p>	<p>E. Give and follow directions and instructions.</p> <p>F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.</p> <p>G. Ask questions and provide responses about plans and events.</p> <p>The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. The students:</p> <p>A. Initiate, participate in, and close an oral or written exchange.</p> <p>B. Use simple paraphrasing to convey and comprehend messages.</p> <p>C. Use gestures and body language to convey and comprehend messages.</p> <p>D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>E. Examples within Connections (ATE pages 136, 343, 349, and 406), in Communication (pages 14, 27, 28, 45, 67, 81,...), in Pratique (pages 6, 7, 8, 9, 11, 12,...), in Comparisons (ATE pages 38, 62, 95, 146, 204, 210,...), in Cooperative Group Practice (ATE pages 12, 20, 22, 23, 26, 38,...), in Game (ATE pages 2, 6, 7, 8, 54, 57,...), in Paired Practice (ATE pages 7, 9, 30, 75, 123, 132,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Un peu de plus (ATE pages 16, 29, 46, 51, 67, 97,...).</p> <p>F. Examples in Communication (pages 14, 27, 130, 163, and 295), à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Ecrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE page 122), and in Teaching notes (ATE pages 150, 233, 398, and 439).</p> <hr/> <p>A. Examples in Communication (pages 14, 27, 130, 163, and 295), à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Ecrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE page 122), and in Teaching notes (ATE pages 150, 233, 398, and 439).</p> <p>B. Examples on pages 15 and 148 and within Communication (pages 45, 94, 163, 217, 286, 287, 295, 350, 378, 391, and 451), in Évaluation écrite (page 150), in Évaluation orale (pages 50, 99, 190, 232, 274, 315, 438, and 477), and in Pratique (pages 92 and 162).</p> <p>C. Examples within Un peu de plus (ATE pages 16, 29, 46, 51, 67, 97,...). Examples on page 249.</p> <p>D. Examples in Communication (pages 14, 27, 130, 163, and 295), à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Ecrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE page 122), and in Teaching notes (ATE pages 150, 233, 398, and 439).</p> <hr/>
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<p>Interpretive Mode of Communication - MLII.INT1</p>	<p>The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:</p> <p>A. Identify main ideas and essential details when reading and listening.</p> <p>B. Interpret culturally authentic materials and information.</p> <p>C. Comprehend and follow oral and written instructions.</p> <p>D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.</p>	<p>A. Examples in Communication (pages 14, 27, 28, 45, 67, 81,...), in Comparisons (ATE pages 181 and 210), in Connections (ATE pages 177, 197, 233, 260, and 384), in Cooperative Group Practice (ATE pages 74, 166, 208, 209, and 463), in Évaluation Ecrite (pages 51, 100, 150, 191, 232, 274,...), in Lecture (pages 46-48, 95-98, 147-148, 188-189, 230-231, 271-272,...), in Teaching Notes (ATE page 438), and in Un peu de plus (ATE pages 147 and 474).</p> <p>B. Examples within Lecture (pages 46-48, 95-98, 147-148, 188-189, 230-231, 271-272,...), in Natalie et Raoul (pages 48, 98, 148, 189, 231, 272,...) and in Reading Materials (pages 33, 85, 134, 178, 221, 263,...).</p> <p>C. Examples within Connections (ATE page 424), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), and Teaching notes (ATE pages 150, 233, 398, 436, and 439).</p> <p>D. Examples on pages 4 and 19 and within Communication (pages 27, 94, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Ecrite (pages 51, 150, 191, 274, 354, and 397), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Évaluation Visuelle (pages 51 and 274), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Teaching Notes (ATE pages 150, 233, 398, and 439), and in Un peu de plus (ATE pages 122, 148, and 440).</p>
<p>MLII.INT2</p>	<p>The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. The students:</p> <p>A. Differentiate among increasingly complex statements, questions, and exclamations.</p> <p>B. Interpret basic gestures, body language, and intonation that clarify a message.</p>	<p>A. Examples within Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), and Teaching notes (ATE pages 150, 233, 398, and 439).</p> <p>B. Examples within Un peu de plus (ATE pages 16, 29, 46, 51, 67, 97,...). Examples on page 249.</p>

<p>Presentational Mode of Communication - MLII.P1</p>	<p>The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students:</p> <p>A. Relate main ideas and essential details from level-appropriate print or non- print material.</p> <p>B. Give brief, organized oral presentations, using visual and technological support as appropriate.</p> <p>C. Write short, organized compositions, using visual and technological support as appropriate.</p> <p>D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>A. Examples in Communication (pages 14, 27, 28, 45, 67, 81,...), in Comparisons (ATE pages 181 and 210), in Connections (ATE pages 177, 197, 233, 260, and 384), in Cooperative Group Practice (ATE pages 74, 166, 208, 209, and 463), in Évaluation Ecrite (pages 51, 100, 150, 191, 232, 274,...), in Lecture (pages 46-48, 95-98, 147-148, 188-189, 230-231, 271-272,...),in Teaching Notes (ATE page 438), and in Un peu de plus (ATE pages 147 and 474).</p> <p>B. Examples within Connections (ATE page 424), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), and Teaching notes (ATE pages 150, 233, 398, 436, and 439).</p> <p>C. Examples on pages 4 and 19 and within Communication (pages 27, 94, 130, 163, and 295), in Cooperative Group Practice (ATE pages 96 and 209), in Évaluation Ecrite (pages 51, 150, 191, 274, 354, and 397), in Évaluation Visuelle (pages 51 and 274), in Teaching Notes (ATE page 451), and in Un peu de plus (ATE pages 122, 148, 313, 421, and 440).</p> <p>D. Examples on pages 4 and 19 and within Communication (pages 27, 94, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in Cooperative Group Practice (ATE pages 96 and 209), in Évaluation Ecrite (pages 51, 150, 191, 274, 354, and 397), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Évaluation Visuelle (pages 51 and 274), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Teaching Notes (ATE page 150, 233, 398, 439, and 451), and in Un peu de plus (ATE pages 122, 148, 313, 421, and 440), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...).</p>
<p>MLII.P2</p>	<p>The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:</p> <p>A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.</p>	<p>A. Examples in Conversation Culturelle (pages 3, 10, 21, 33, 44, 59,...), in Communication (pages 8, 13, 31, 38, 49, 67,..), in Évaluation Orale (pages 15, 52, 94, 130, 170,...), and in Pratique (pages 48, 64, 74, 76, 87, and 88).</p>

<p>II. Cultural Perspectives, Practices, and Products - MLII.CU1</p>	<p>B. Demonstrate comprehension of material.</p> <p>The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. The students:</p> <p>A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.</p> <p>B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.</p> <p>C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.</p>	<p>B. Examples in Communication (pages 14, 27, 28, 45, 67, 81,...), in Comparisons (ATE pages 181 and 210), in Connections (ATE pages 177, 197, 233, 260, and 384), in Cooperative Group Practice (ATE pages 74, 166, 208, 209, and 463), in Évaluation Ecrite (pages 51, 100, 150, 191, 232, 274,...), in Lecture (pages 46-48, 95-98, 147-148, 188-189, 230-231, 271-272,...),in Teaching Notes (ATE page 438), and in Un peu de plus (ATE pages 147 and 474).</p> <hr/> <p>A. Examples within Aperçus culturels (pages 3, 17, 89, 181, 198, 211, and 224), in Connections (ATE pages 29, 124, 177, 180, 187, 233,...), in Cooperative Group Practice (ATE pages 12 and 96), in Culture (pages 29-32, 177, 218-220, and 260), in Lecture (pages 95-97), and in Un peu de plus (ATE pages 46, 197, and 311).</p> <p>B. Examples within Aperçus culturels (pages 3, 122, 211, and 224), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in Culture (pages 177, 218-219, and 260-262), in Cultural Journal (ATE page 94), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Teaching notes (ATE pages 150, 233, 398, and 439) and in Un peu de plus (ATE page 395).</p> <p>C. Examples within Aperçus Culturels (pages 16-17, 59-60, 71, 88, 137-138, 331, 372, and 406), in Culture (pages 82-85 and 297-303), in Lecture (page 312), and in Pratique (page 409).</p> <hr/>
<p>III. Connections, Comparisons, and Communities - MLII.CCC1</p>	<p>The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:</p> <p>A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.</p>	<p>A. Example on page 414 and within Aperçus culturels (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 Connections (ATE pages 106, 157, 240, and 426), in Culture (pages 131-133, 175-178, 260-262, 339-341, and 422-424), and in Un peu de plus (ATE pages 127 and 147).</p>

<p>MLII.CCC2</p>	<p>B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.</p> <p>The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. The students:</p> <p>A. Compare and contrast traditions, such as holidays, foods, and celebrations.</p> <p>B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.</p> <p>C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.</p>	<p>B. Examples within Connections (ATE pages 10, 28, 29, 61, 71, 72,...), in Cooperative Group Practice (ATE pages 108, 166, 208, 209, 325, 455, and 467), in Paired Practice (ATE page 230), and in Reading Materials (pages 33, 85, 134, 178, 221, 263,...). See the following ancillaries: Internet Activities and Internet Resource Center.</p> <hr/> <p>A. Examples within Aperçus Culturels (pages 3, 17, 89, 181, 198, 211, and 224), in Connections (ATE pages 29, 124, 177, 180, 187, 233,...), in Cooperative Group Practice (ATE pages 12 and 96), in Culture (pages 29-32, 177, 218-220, and 260), in Lecture (pages 95-97), and in Un peu de plus (ATE pages 46, 197, and 311).</p> <p>B. Examples within Aperçus Culturels (pages 3, 122, 211, and 224), in Culture (pages 177, 218-219, and 260-262), in Cultural Journal (ATE page 94), and in Un peu de plus (ATE page 395).</p> <p>C. Examples within Aperçus Culturels (pages 16-17, 59-60, 71, 88, 137-138, 331, 372, and 406), in Culture (pages 82-85 and 297-303), in Lecture (page 312), and in Pratique (page 409).</p> <hr/>
<p>MLII.CCC3</p>	<p>The students develop a better understanding of the English language through the study of the target language. The students:</p> <p>A. Compare vocabulary usage and structural patterns of the target language with English.</p> <p>B. Use level-appropriate idiomatic expressions in the target language.</p>	<p>A. Examples within Aperçus culturels (pages 3, 122, 137, and 138), in Culture (pages 131, 177, 219, 260, 262, 339, and 340), in Langue Active (pages 6, 8, 10, 12, 20, 22...) and in Lecture (pages 46, 95, 147, 188, 230, 271,...). See the following ancillary: Grammar and Vocabulary Exercises.</p> <p>B. Examples within Aperçus culturels (pages 3, 122, 137, and 138) and in Culture (pages 131, 177, 219, 260, 262, 339, and 340)</p> <hr/>

<p>MLII.CCC4</p>	<p>The students identify current events and issues in the target culture(s). The students:</p> <p>A. Give information regarding major current events of the target culture(s).</p> <p>B. Understand the impact of major current events on the target culture(s).</p>	<p>A. Examples within Aperçus culturels (page 446), in Connections (ATE page 464 and 475), in Conversation culturelle (pages 445-446), in Culture (pages 260-263 and 462-464), in Culture Journal (ATE pages 463), in FYI (ATE page 446), in Lecture (pages 473-475), in Paired Practice (ATE page 447), in Un peu de plus (ATE pages 445 and 474), and in Vocabulaire (page 444).</p> <p>B. Examples within Aperçus culturels (page 446), in Connections (ATE page 464 and 475), in Conversation culturelle (pages 445-446), in Culture (pages 260-263 and 462-464), in Culture Journal (ATE pages 463), in FYI (ATE page 446), in Lecture (pages 473-475), in Paired Practice (ATE page 447), in Un peu de plus (ATE pages 445 and 474), and in Vocabulaire (page 444).</p>
<p>MLII.CCC5</p>	<p>The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. The students:</p> <p>A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.</p> <p>B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.</p>	<p>A. Examples within À Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), and in Teaching notes (ATE pages 150, 233, 398, and 439).</p> <p>B. Examples within Connections (ATE pages 10, 28, 29, 61, 71, 72,...), and in Cooperative Group Practice (ATE pages 108, 208, 325, 455, and 467), in Paired Practice (ATE page 230), and in Reading Materials (pages 33, 85, 134, 178, 221, 263,...).</p>