

***C'est à toi! Level One, 2<sup>nd</sup> edition***  
**Correlated to**  
**Michigan Foreign Language Standards**  
**Novice High – Level 1**

<b>STRAND 1: COMMUNICATION</b>		
	<b>Novice High</b>	<b>Page Numbers</b>
<b>1.1 Interpersonal Communication</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.		
	<b>Interpersonal Speaking/ Listening or Signed (SL)</b>	
	<b>Socializing</b>	
	1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (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), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).

	1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends	Examples within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).
	1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions	Examples on pages 85, 105, 183, 278, and 392, in Communication (pages 8, 13, 30, 31, 37, 67, 116, 126, 185, 186, 242, 296, 392, and 417), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/53, 94/95, 130/131,...), in Évaluation visuelle (pages 15, 53, 257, 377, 421, and 460), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in Pratique (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), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).
	1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases	Examples within Comparisons (ATE pages 8, 15, 22, 25, 27, 34,...), in Connections (ATE pages 7, 40, 79, 145, 155, 177,...), in Cooperative Group Practice (ATE pages 3, 4, 39, 71, 91, 106,...), in Game (ATE pages 9, 10, 11, 29, 54, 58,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), in un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...) and Examples on pages ATE 79, ATE 264, 272, and 298.

	<b>Identifying and Describing</b>	
	1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits	Examples within C'est a Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...)
	1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits	Examples within C'est a Toi! (pages 23, 31, 61, 85, 105, 114,...) and in Communication (pages 30, 31, 38, 49, 117, 213,...).
	1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits	Examples within C'est a Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).
	<b>Exchanging Information</b>	
	1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), Évaluation orale (pages 15, 52, 94, 130, 170,...), and Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...)
	1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services	Examples within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).
	<b>Exchanging Opinions</b>	
	1.1.N.SL.j Share likes and dislikes in the target language with a classmate	Examples on page 108 and within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...) and in Communication (pages 30, 31, 38, 49, 117, 213,...), in Pratique (109 and 110), in Revision de fonctions (pages 131 and 132), and in Un peu de plus (ATE page 108).

	1.1.N.SL.k Share opinions and preferences in the target language with their classmates	Examples within C'est a Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).
	<b>Interpersonal Reading/ Writing (RW)</b>	
	<b>Socializing</b>	
	1.1.N.RW.a Use the target language in email messages, text messages, blogs, web pages, letters, and notes to greet, take leave, or make introductions	Examples within Communication (pages 31, 39, 49, 68, 77, 90,...), in Évaluation Ecrite (pages 16, 53, 131, 170, 217, 257,...), in Évaluation Visuelle (pages 16, 53, 95, 131, 171, 217,...), in Pratique (pages 27, 28, 29, 37, 38, 47,...), and in un peu de plus (ATE page 254, 320, and 418). See also <a href="http://www.emcp.net/french">http://www.emcp.net/french</a> which is explained on pages TE42-TE44.
	1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends	A. Examples on pages 20, 22, 32, 42-43, 45, 205, 207, and 208) and within Aperçus culturels (pages 22, 34, 45, 207, and 224), in Communication (pages 30, 38, 39, 49, and 230), in Connections (ATE page 40), in Cooperative Group Practice (ATE pages 205 and 206), in Culture (pages 40-41), in Culture Journal (ATE pages 22 and 34), in TPR (Total Physical Response) (ATE page 46), in Teaching Notes (ATE page 40), in Un peu de plus (ATE pages 30, 46, 47, and 49), and in Vocabulaire (page 219).
	1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence	Examples within Aperçus culturels (page 4), in Évaluation culturelle (page 15), in Langue Active (page 26), and in Pratique (page 26).

	1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases	Examples within <i>C'est a Toi!</i> (pages 23, 31, 61, 85, 105, 114,...), in <i>Communication</i> (pages 30, 31, 38, 49, 117, 213,...), and in <i>Pratique</i> (27, 37, 38, 47, 87, 89,...).
	<b>Identifying and Describing</b>	
	1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits	Examples within <i>C'est a Toi!</i> (pages 23, 31, 61, 85, 105, 114,...), in <i>Communication</i> (pages 30, 31, 38, 49, 117, 213,...), and in <i>Pratique</i> (27, 37, 38, 47, 87, 89,...).
	1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits	Examples within <i>C'est a Toi!</i> (pages 23, 31, 61, 85, 105, 114,...), in <i>Communication</i> (pages 30, 31, 38, 49, 117, 213,...), and in <i>Pratique</i> (27, 37, 38, 47, 87, 89,...).
	1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits	Examples within <i>C'est a Toi!</i> (pages 23, 31, 61, 85, 105, 114,...), in <i>Communication</i> (pages 30, 31, 38, 49, 117, 213,...), and in <i>Pratique</i> (27, 37, 38, 47, 87, 89,...).
	<b>Exchanging Information</b>	
	1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	Examples within <i>C'est a Toi!</i> (pages 23, 31, 61, 85, 105, 114,...), in <i>Communication</i> (pages 30, 31, 38, 49, 117, 213,...), and in <i>Pratique</i> (27, 37, 38, 47, 87, 89,...).
	1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services	Examples within <i>C'est a Toi!</i> (pages 23, 31, 61, 85, 105, 114,...), in <i>Communication</i> (pages 30, 31, 38, 49, 117, 213,...), and in <i>Pratique</i> (27, 37, 38, 47, 87, 89,...).

	<b>Exchanging Opinions</b>	
	1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters	Examples within Communication (pages 31, 39, 49, 68, 77, 90,...), in Évaluation Ecrite (pages 16, 53, 131, 170, 217, 257,...), in Évaluation Visuelle (pages 16, 53, 95, 131, 171, 217,...), in Pratique (pages 27, 28, 29, 37, 38, 47,...), and in un peu de plus (ATE page 254, 320, and 418).
	1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters	Examples within Communication (pages 31, 39, 49, 68, 77, 90,...), in Évaluation Ecrite (pages 16, 53, 131, 170, 217, 257,...), in Évaluation Visuelle (pages 16, 53, 95, 131, 171, 217,...), in Pratique (pages 27, 28, 29, 37, 38, 47,...), and in un peu de plus (ATE page 254, 320, and 418).
<b>1.2 Interpretive Communication</b> <b>Students understand and interpret written and spoken language on a variety of topics.</b>		
	<b>Interpretive Language-Listening (L) or Signed (SL)</b>	
	1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests	Examples within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).
	1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences	Examples within C'est à Toi! (pages 23, 31, 61, 85, 105, 114,...), in Communication (pages 30, 31, 38, 49, 117, 213,...), and in Pratique (27, 37, 38, 47, 87, 89,...).
	1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)	Examples within Aperçus culturels (page 22) and in Comparisons (ATE page 138).

	1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)	Examples within Comparisons (ATE page 385), in Connections (ATE pages 40, 429, and 439), in Culture (pages 40-41), and in Teaching Notes (ATE page 40)
	<b>Interpreting Written Language-Reading (R)</b>	
	1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests	Examples within Comparisons (ATE 8, 15, 22, 25, 27, 34,...), in Connections (ATE 7, 40, 79, 145, 155, 177,...), Cooperative Group Practice (ATE pages 3, 4, 39, 71, 91, 106,...), in Game (ATE pages 9, 10, 11, 29, 54, 58,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), in Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...) and examples on pages ATE 79, ATE 264, 272, and 298.
	1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories	Examples within questions following Reading Materials (pages 41, 120, 127, 155, 156, 159, 198,...) and questions following Lecture (pages 50, 92-93, 128, 168, 214-215, 254,...), and in Connections (ATE pages 40, 428, and 429).
	1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)	Examples within Communication (pages 31, 39, 49, 68, 77, 90,...), in Évaluation Ecrite (pages 16, 53, 131, 170, 217, 257,...), in Évaluation Visuelle (pages 16, 53, 95, 131, 171, 217,...), in Pratique (pages 27, 28, 29, 37, 38, 47,...), and in un peu de plus (ATE page 254, 320, and 418).

<p><b>1.3 Presentational Communication</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>		
	<p><b>Presentational Language - Speaking (S) or Signed (SL)</b></p>	
	<p>1.3.N.S.a Present songs, poems or stories in the target language</p>	<p>Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), in <i>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), in <i>Évaluation orale/ecrite</i> (pages 15/16, 52/ 53, 94/95, 130/131,...), in <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...), in <i>TPR (Total Physical Response)</i> (ATE pages 9, 20, 46, 58, 62, 66,...), and in <i>Un peu de plus</i> (ATE pages 2, 4, 9, 16, 20, 26,...).</p>
	<p>1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school</p>	<p>Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), in <i>Comparisons: Culture Journal</i> (ATE pages 15, 22, 34, 60, 78, 103,...), in <i>Connections</i> (ATE page 7), <i>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), in <i>Évaluation orale</i> (pages 15, 52, 94, 130, 170,...), in <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...), and in <i>un peu de plus</i> (ATE page 36).</p>
	<p>1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report</p>	



	<b>Presentational Language-Writing (W)</b>	
	1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu	Examples within Communication (page 455), in Teaching Notes (ATE page 373), and in Un Peu de Plus (ATE pages 368 and 455).
	1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student's personal life, and share these with an audience	Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), in <i>Comparisons: Culture Journal</i> (ATE pages 15, 22, 34, 60, 78, 103,...), in <i>Connections</i> (ATE page 7), <i>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), in <i>Évaluation orale</i> (pages 15, 52, 94, 130, 170,...), in <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...), and in <i>un peu de plus</i> (ATE page 36).
	1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school	Examples on pages 136 and 139 and within C'est à Toi! (page 140), Communication (page 145), Évaluation visuelle (page 171), and FYI (ATE page 136).
<b>STRAND 2: Cultures</b>		
<b>2.1 Practices and Perspectives</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.		
	<b>Understanding the impact of historic events and governmental systems within the target cultures (H)</b>	
	2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken	Examples in within Connections (ATE page 439), in Culture (pages 445-448), and in FYI (ATE pages 445, 446, and 447).

	2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken	
	2.1.N.H.c Identify one important political issue in a country in which the language is spoken	Examples within Comparisons (ATE page 362) and in Connections (ATE pages 201 and 362)
	2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken	Examples within Culture (pages 362-363 and 404-406) and in Culture Journal (ATE page 362).
	2.1.N.H.e Identify and explain how the language and culture expanded throughout the world	Examples within <i>Aperçus culturels</i> (pages 4, 11, 22, 34, 45, 60, ...), in <i>Connections</i> (ATE pages 7, 40, 79, 154, 155, 177,...), and in <i>Culture</i> (40, 78-79, 118-119, 157-158, 200-202, 243-244, ...).
	<b>Understanding the role of family and community within the target culture(s) (F)</b>	
	2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken	Examples on pages 137, 147, 148, and 151 and within <i>Aperçus culturels</i> (page 150), in <i>Comparisons</i> (ATE page 138), in <i>Cooperative Group Practice</i> (ATE page 141), in <i>Culture</i> (pages 157-158), in <i>Évaluation visuelle</i> (page 171), <i>FYI</i> (ATE page 139), and in <i>TPR (Total Physical Response)</i> (ATE page 136).
	2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)	Examples on pages 20, 22, 32, 42-43, 45, 205, 207, and 208) and within <i>Aperçus culturels</i> (pages 22, 34, 45, 207, and 224), in <i>Communication</i> (pages 30, 38, 39, 49, and 230), in <i>Connections</i> (ATE page 40), in <i>Cooperative Group Practice</i> (ATE pages 205 and 206), in <i>Culture</i> ((pages 40-41), in <i>Culture Journal</i> (ATE pages 22 and 34), in <i>TPR (Total Physical Response)</i> (ATE

		page 40), in <i>Un Peu de Plus</i> (ATE pages 30, 46, 47, and 49), and <i>Vocabulaire</i> (page 219).
	2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)	Examples within <i>C'est à toi!</i> pages 23, 36, 61, 85, 105, 114, ...), in <i>Communication</i> (pages 30, 31, 49, 77, 116, 167, 213, 241, 253, 272, 373, and 435), in <i>Comparisons</i> (ATE pages 22, 34, 60, 162, 243, 265, 277, 320, and 385), in <i>Connections</i> (ATE pages 7, 40, 79, 264, 354, 428, 429, and 438), and in <i>Un Peu de Plus</i> (ATE pages 36, 46, 47, 49, 155, 195, and 435).
	2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken	Examples on pages 20, 22, 32, 42-43, 45, 205, 207, and 208) and within <i>Aperçus culturels</i> (pages 22, 34, 45, 207, and 224), in <i>Communication</i> (pages 30, 38, 39, 49, and 230), in <i>Connections</i> (ATE page 40), in <i>Cooperative Group Practice</i> (ATE pages 205 and 206), in <i>Culture</i> ((pages 40-41), in <i>Culture Journal</i> (ATE pages 22 and 34), in <i>TPR</i> (Total Physical Response (ATE page 40), in <i>Un Peu de Plus</i> (ATE pages 30, 46, 47, and 49), and <i>Vocabulaire</i> (page 219).
	2.1.N.F.e Explain the practices and significance of an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND - personal or family holiday or celebration within a community or culture in which the target language is spoken	Examples on ATE pages 22, 34, 40, 385, 428, 429, and 439. Examples within <i>Communication</i> (pages 253, 351, and 361), in <i>Évaluation Orale</i> (pages 15, 52, 94, 130, 216, 256, ...), in <i>Game</i> (ATE pages 9, 81, 82, 353, 356, and 366, ...), and in <i>TPR</i> (ATE pages 9, 66, 112, 121, 200, and 409, ...).

	<b>Understanding education, employment, and the economy in the target cultures (E)</b>	
	2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken	Examples on pages 100, 101, 104, 105, 111, 113, 114, and 123) and within Aperçus culturels (page 103 and 113), in Communication (pages 109, 110, 117, and 126), in Cooperative Group Practice (ATE page 128), in Culture (pages 118-120), in Lecture (pages 50-51), in Pratique (page 125), in TPR (Total Physical Response) (ATE page 112), and in Un Peu de Plus (ATE page 117).
	2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken	Examples within Aperçus culturels (page 83), in Connections (ATE page 246), and in FYI (ATE page 83).
	2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken	Examples on pages 188, 189, 190, 191, 192, 193, 197, 198, and 199.
<b>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>		
	<b>Understanding the impact of geography and natural resources on the target cultures (G)</b>	
	2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken	Examples within Aperçus culturels (page 411), in Connections (ATE pages 384 and 404), in Cooperative Group Practice (ATE page 405), in Culture (pages 404-406), and in Un Peu de Plus (ATE 179).
	2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken	Examples on page xv and within Culture (pages 200-203) and in TPR (Total Physical Response) (ATE 200).

	2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken	Examples within <i>Aperçus culturels</i> (page 348), in <i>Connections</i> (ATE page 200), and in TPR (Total Physical Response) (ATE page 200).
	2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken	Examples within <i>Aperçus culturels</i> (page 348), in <i>Communication</i> (page 230), and in <i>Vocabulaire</i> (pages 204-205).
	Understanding the importance of cultural and creative heritage within the target cultures (C)	
	2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)	Examples within <i>Connections</i> (ATE pages 40, 145, 155, 428, 429, 438, and 439) and in <i>Culture</i> (pages 40-41, 404-406, and 445-448).
	2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)	Examples within <i>Connections</i> (ATE pages 40, 145, 155, 428, 429, 438, and 439) and in <i>Culture</i> (pages 40-41, 404-406, and 445-448).
	Understanding the artifacts associated with family and community life within the target culture(s) (F)	
	2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)	Examples on pages 113, 114, 123, 137, 147, 148, and 151 and within <i>Aperçus culturels</i> (page 150), in <i>Communication</i> (pages 117 and 126), in <i>Comparisons</i> (ATE page 138), in <i>Cooperative Group Practice</i> (ATE page 141), in <i>Culture</i> (pages 157-158), in <i>Évaluation visuelle</i> (page 171), in <i>FYI</i> (ATE page 139), in <i>Lecture</i> (pages 50-51, 119 and 120), in <i>Pratique</i> (page 125), in TPR (Total Physical Response) (ATE page 112), and in <i>Un peu de plus</i> (ATE page 117).

	2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken	Examples within Aperçus culturels ( pages 4, 22, 34, 45, 60, 71,...) and in Culture (pages 40, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447).
	2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken	amples within Aperçus culturels ( pages 4, 22, 34, 45, 60, 71,...) and in Culture (pages 40, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447).
	2.2.N.F.d Describe and explain the significance of the products associated with an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND - personal or family holiday or celebration within a community or culture in which the target language is spoken	Examples within Aperçus culturels (pages 4, 22, 34, 45, 60, 71,...), in Comparisons (ATE page 138), in Connections (ATE pages 40, 429, and 439), in Culture (40-41, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447), in Culture Journal (ATE 385), and in Teaching Notes (ATE page 40).
	Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)	
	2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken	Examples within C'est à toi! (pages 23, 36, 61, 85, 105,114,...), in Communication (pages 30, 31, 49, 77, 116, 167, 213, 241, 253, 272, 373, and 435), in Comparisons (ATE pages 22, 34, 60, 162, 243, 265, 277, 320, and 385), in Connections (ATE pages 7, 40, 79, 264, 354, 428, 429, and 438), and in Un Peu de Plus (ATE pages 36, 46)
	2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken	Examples within Aperçus culturels ( pages 4, 22, 34, 45, 60, 71,...) and in Culture (pages 40, 78-79, 157-158, 200-202, 243-244, 286-287, 328-329, 404-406, and 445-447).

	2.2.N.E.c Recognize the currency of a country in which the language is spoken	Examples within <i>Aperçus culturels</i> (page 83), in <i>Connections</i> (ATE page 246), and in <i>FYI</i> (ATE page 83).
<b>STRAND 3: Connections</b>		
<b>3.1 Knowledge</b> Students reinforce and further their knowledge of other disciplines through the world language.		
	3.1.N.a Reinforce previously learned content knowledge through 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).
<b>3.2 Point of View</b> Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.		
	3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture	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).
<b>STRAND 4: Comparisons</b>		
<b>4.1 Comparing Languages</b> Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.		
	4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)	Examples on pages 20, 32, 42, 69, 101, and 111. Also, examples within <i>Aperçus culturels</i> (pages 11, 22, 34, 60, 207, 369,...), in <i>Culture Journal</i> (ATE page 15), in <i>FYI</i> (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).

	4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target	Examples within <i>Langue Active</i> (pages 24, 25, 26, 27, 36, 46,...) and in <i>Pratique</i> (pages 24, 25, 26, 27, 28, 29,...). Also, see the following ancillary: <i>Grammar &amp; Vocabulary Exercises</i> .
	4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language	Examples within <i>Aperçus culturels</i> (page 4), in <i>Évaluation culturelle</i> (page 15), in <i>Langue Active</i> (page 26), and in <i>Pratique</i> (page 26).
	4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language	Examples in <i>Prononciation</i> (31, 68, 110, 145, 187, 231,...) and in <i>Langue Active</i> (pages 24, 25, 26, 27, 36, 46,...).
<b>4.2 Comparing Cultures</b> <b>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>		
	4.2.N.a Identify basic target culture practices and compare them to one's own	Examples within <i>Aperçus culturelle</i> (pages 4, 11, 103, 113, and 247), in <i>Communication</i> (pages 13, 31, 67, 231, 285, 297, and 352), and in <i>Communication culturelle</i> (pages 3, 10, 21, 33, 44, 59,...).
<b>STRAND 5: Communities</b>		
<b>5.1 Use of Language</b> <b>Students use the language both within and beyond the school setting.</b>		
	5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations	Examples within <i>Communication</i> (pages 8, 13, 14, 30, 31, 38,...), in <i>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), in <i>Évaluation orale</i> (pages 15, 52, 94, 130, 170,...), and in <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...).



	<p>5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language</p>	<p>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>Conversation culturelle</i> (pages 3, 10, 21, 33, 44, 59,...), in <i>Évaluation orale/ecrite</i> (pages 15/16, 52/53, 94/95, 130/131,...), in <i>Évaluation visuelle</i> (pages 15, 53, 257, 377, 421, and 460), in <i>Listening Comprehension Activities</i> (pages TE53, 5, 11, 23, 35, 45, 60,...), in <i>Paired Practice</i> (ATE pages 13, 31, 48, 49, 53, 66,...), 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), <i>TPR (Total Physical Response)</i> (ATE pages 9, 20, 46, 58, 62, 66,...), and in <i>Un peu de plus</i> (ATE pages 2, 4, 9, 16, 20, 26,...).</p>
<p><b>5.2 Personal Enrichment</b> <b>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>		
	<p>5.2.N.a Willingly use the target language within the classroom setting</p>	<p>Examples on pages TE42-TE44 and TE49-TE52.</p>
	<p>5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment</p>	<p>Examples on ATE pages 22, 34, 40, 385, 428, 429, and 439. Examples within <i>Évaluation Orale</i> (pages 15, 52, 94, 130, 216, 256,...) and in <i>Communication</i> (pages 253, 351, and 361).</p>

	5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed	Examples on pages 188, 189, 190, 191, 192, 193, 197, 198, and 199.