

***C'est à toi Level Two, 2<sup>nd</sup> edition***

**Correlated to**

**Michigan Foreign Language Standards  
Intermediate Low and Intermediate Mid – Level 2**

<b>STRAND 1: COMMUNICATION</b>		
	Intermediate Low and Intermediate Mid	Page Numbers
<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.M.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities	Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in a 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).
	1.1.M.SL.b Recognize and use appropriate register/honorifics in a limited number of routine social situations such as making a purchase or an appointment	

	<p>1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply</p>	<p>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>Évaluation Écrite</i> (pages 51, 150, 191, and 274), in <i>Évaluation 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).</p>
	<b>Identifying and Describing</b>	
	<p>1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture</p>	<p>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>Évaluation Écrite</i> (pages 51, 150, 191, and 274), in <i>Évaluation 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).</p>
	<p>1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures</p>	<p>Examples in <i>C'est à toi!</i> (pages 4, 19, 37, 62, 73, 90,...) and in <i>Communication</i> (pages 14, 27, 28, 45, 67, 81,...).</p>
	<p>1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture</p>	<p>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>Évaluation Écrite</i> (pages 51, 150, 191, and 274), in <i>Évaluation 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).</p>

	<b>Exchanging Information</b>	
	1.1.M.SL.g Exchange information in the target language about personal and social, community or current events	Examples in Communication (pages 14, 27, 130, 163, and 295), a 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 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).
	1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services	Examples in Communication (pages 14, 27, 130, 163, and 295), a 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 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).
	<b>Exchanging Opinions</b>	
	1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences, and opinions	Examples within Communication (pages 14, 81, 119, 129, 163, 174,...) and in Un Peu de Plus (ATE page 189).
	1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary issues	Examples within Communication (page 94) and in Connections (ATE pages 370 and 464).
	<b>Interpersonal Reading/ Writing (RW)</b>	

	<b>Socializing</b>	
	1.1.M.RW.a Use the target language in email messages, text messages, blogs, web pages, letters, and notes to greet one another and write about everyday topics such as school and community events and activities	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 Écrite (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). See also <a href="http://www.emcp.com/cestatoj">http://www.emcp.com/cestatoj</a> and further information on pages TE21, TE22, and TE38.
	1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence	
	1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply	Examples in Communication (pages 14, 27, 130, 163, and 295), a 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 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).
	<b>Identifying and Describing</b>	
	1.1.M.RW.d Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture	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>Évaluation Écrite</i> (pages 51, 150, 191, and 274), in <i>Évaluation 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).

	1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures	Examples in C'est à toi! (pages 4, 19, 37, 62, 73, 90,...) and in Communication (pages 14, 27, 28, 45, 67, 81,...).
	1.1.M.RW.f Share a written detailed description of places and things beyond the student's immediate environment or in the target culture	Examples in Communication (pages 14, 27, 130, 163, and 295), a 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 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).
	<b>Exchanging Information</b>	
	1.1.M.RW.g Exchange information in writing in the target language about personal and social, community, or current events	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 Écrite (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).
	1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases	Examples within Comparisons (ATE page 463) and in Teaching Notes (ATE page 451).
	<b>Exchanging Opinions</b>	
	1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes,	Examples within Communication (pages 119, 129, 163, 174, 206,...).

	dislikes, preferences, and opinions, and write a summary of the information	
	1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues	Examples within Comparisons (ATE page 463) and in Teaching Notes (ATE page 451).
<b>1.2 Interpretive Communication</b> Students understand and interpret written and spoken language on a variety of topics.		
	<b>Interpretive Language-Listening (L) or Signed (SL)</b>	
	1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics	Examples within Communication (pages 14, 27, 130, 163, and 295), a 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 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).
	1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community	Examples within Communication (pages 14, 27, 130, 163, and 295), a 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 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).
	1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD,	Examples within Comparisons (ATE page 224), in Connections (ATE page 379), in Teaching Notes (ATE pages 139), and in Un Peu de

	TV shows and commercials, theatre and musical production)	Plus (ATE page 431).
	1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)	Examples within Connections (ATE pages 177, 233, 260, and 384).
	<b>Interpreting Written Language-Reading (R)</b>	
	1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics	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,...).
	1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.	Examples within Connections (ATE page 475), in Cooperative Group Practice (ATE page 467), in Lecture (94-98, 147-148, 312-313, and 473-476), and in Paired Practice (ATE page 475).
	1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages)	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 Écrite (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><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.M.S.a Present skits or short plays in the target language</p>	<p>Examples within Connections (ATE page 424) and in Teaching Notes (ATE page 436).</p>
	<p>1.3.M.S.b Retell a story to an audience in the target language</p>	<p>Examples within Culture Journal (ATE page 424), in Cooperative Group Practice (ATE pages 209, 375, and 463), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Évaluation Écrite (pages 51, 100, 150, 191, 232, 274,...), in Évaluation Visuelle (pages 51, 100, 150, 191, 233, 274,...), in un peu de plus (ATE page 41).</p>
	<p>1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language</p>	<p>Examples within Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in a 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>1.3.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show</p>	<p>Examples within Communication (page 14), in Cooperative Group Practice (ATE page 209), and in Paired Practice (ATE page 254).</p>
	<p><b>Presentational Language- Writing (W)</b></p>	



	1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task	Examples within Connections (ATE pages 136, 332, 343, 406, 437, 461, and 468), in Cooperative Group Practice (ATE page 96), and in Un Peu de Plus (ATE page 311).
	1.3.M.W.b Create original compositions or journal entries in the target language	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 Culture Journal (ATE pages 15, 22, 34, 60, 78, 103, 118,...), in Évaluation Écrite (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).
	1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language	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 Écrite (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).
<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.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken	Examples within Culture (pages 297-300 and 379-381) and in Un Peu de Plus (ATE 16).

	2.1.M.H.b Describe three important features of the governmental/ political system(s) in a country in which the language is spoken	Examples within Culture (page 380).
	2.1.M.H.c Explain important political issues in a community or country in which the language is spoken	Examples on pages 444-445 and within Connections (ATE page 464), in Culture (462-464), in Culture Journal (ATE 463), and in Lecture (pages 473-476).
	2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken	Examples on pages 444-445 and within Connections (ATE page 464), in Culture (462-464), in Culture Journal (ATE 463), and in Lecture (pages 473-476).
	2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries	Examples within Culture (pages 175-178, 260-262, 339-341, and 422-424).
	<b>Understanding the role of family and community within the target culture(s) (F)</b>	
	2.1.M.F.a Compare family structures and the role of friends within two or more communities or cultures in which the language is spoken	Examples within Connections (ATE page 391), in Évaluation visuelle (page 191), and in Vocabulaire (page 165).
	2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)	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 a 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).
	2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)	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 a 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).
	2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken	Examples within Aperçus culturels (pages 198 and 211), in Connections (ATE pages 197 and 217), in Culture (pages 218-220), and in Vocabulaire (pages 196 and 222).
	2.1.M.F.e Compare 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 across multiple communities or cultures in which the target language is spoken	Examples within Connections (ATE 29 and 180), in Cooperative Group Practice (ATE page 12), in Culture (pages 29-32), and in Un Peu de Plus (ATE pages 29 and 197).
	<b>Understanding education, employment, and the economy in the target cultures (E)</b>	
	2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries	Examples within Aperçus culturels (pages 60, 363, and 416) and in Culture (page 463).

	2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries	Examples within Aperçus culturels (page 266), in Communication (page 270), in Connections (ATE page 266), in Culture (page 463), and in Vocabulaire (page 264).
	2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries	Examples on pages 56, 68, 288, 360-361, 369, 370 and within Communication (pages 67 and 364), in Connections (ATE pages 362 and 365), and in Cooperative Group Practice (ATE page 361).
<b>2.2 Products and Perspectives</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.		
	<b>Understanding the impact of geography and natural resources on the target cultures (G)</b>	
	2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken	Examples within Aperçus culturels (pages 16-17, 35, 71, 109, 110,...) and in Culture (pages 175-178, 260-262, 339-341, and 422-424).
	2.2.M.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken	Examples within Connections (ATE pages 106, 157, and 240) and in Vocabulaire (page 106).
	2.2.M.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken	Examples within Culture (pages 175-178, 260-262, 339-341, and 422-424).
	2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken	

	<b>Understanding the importance of cultural and creative heritage within the target cultures (C)</b>	
	2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)	Examples on pages 263, 342, and 425 and within <i>Aperçus Culturels</i> (pages 158, 167, 181, 240, 252, 266, 324, 331, 345, 406, 416, and 428), 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).
	2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)	Examples on pages 263, 342, and 425 and within <i>Aperçus Culturels</i> (pages 158, 167, 181, 240, 252, 266, 324, 331, 345, 406, 416, and 428), 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>Understanding the artifacts associated with family and community life within the target culture(s) (F)</b>	
	2.2.M.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services)	Examples within <i>Aperçus 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).
	2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries	Examples on pages 263, 342, and 425 and within <i>Aperçus 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).

	<p>2.2.M.Fc Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken</p>	<p>Examples within Aperçus culturels (pages 198 and 211), in Connections (ATE pages 197 and 217), in Culture (pages 218-220), and in Vocabulaire (pages 196 and 222).</p>
	<p>2.2.M.F.d Compare 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 across multiple communities or cultures in which the target language is spoken</p>	<p>Examples within Connections (ATE 29 and 180), in Cooperative Group Practice (ATE page 12), in Culture (pages 29-32), and in Un Peu de Plus (ATE pages 29 and 197).</p>
	<p><b>Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)</b></p>	
	<p>2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries</p>	<p>Examples within Aperçus culturels (pages 60, 363, and 416) and in Culture (page 463).</p>
	<p>2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries</p>	<p>Examples within Culture (pages 131-133).</p>
	<p>2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries</p>	<p>Examples within Connections (ATE pages 266, 267, and 270) and in Pratique (page 78).</p>

<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.M.a Acquire new content knowledge about familiar topics through the target language	Examples within Connections (ATE pages 10, 28, 29, 61, 71, 72,...), and 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,...).
<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.M.a Use audio, visual, and/or print materials available only in the target language to acquire information	Example on page 414 and within <i>Aperçus 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 Connections (ATE pages 106, 157, 240, and 426), in Culture (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).
<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.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language	Examples within <i>Aperçus culturels</i> (pages 3, 122, 137, and 138) and in Culture (pages 131, 177, 219, 260, 262, 339, and 340)

	<p>4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language</p>	<p>Examples within 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>4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language</p>	<p>Examples within Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in a 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>4.1.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the same features from one's own language to the target language</p>	<p>Examples within Langue Active (pages 6, 8, 10, 12, 20, 22...) and in Lecture (pages 46, 95, 147, 188, 230, 271,...).</p>
<p><b>4.2 Comparing Cultures</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>		
	<p>4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own</p>	<p>Examples within Aperçus Culturels (pages 3, 17, 71, 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, 82-85, 131-133, 177, 218-220, and 260), in Lecture (pages 95-97), and in Un peu de plus (ATE pages 46, 197, and 311).</p>



	<p>4.2.M.b Identify the significance of the cultural products within the target culture(s) and compare them to one's own</p>	<p>Examples within Aperçus Culturels (pages 3, 17, 71, 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, 82-85, 131-133, 177, 218-220, and 260), in Lecture (pages 95-97), and in Un peu de plus (ATE pages 46, 197, and 311).</p>
<b>STRAND 5: Communities</b>		
<p><b>5.1 Use of Language</b> Students use the language both within and beyond the school setting.</p>		
	<p>5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages</p>	<p>Examples within A 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>5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language</p>	<p>Examples on pages 4 and 19 and within A Vous de jouer (pages 37, 45, 146, 206, 216, 249,...), in Communication (pages 27, 94, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in Évaluation Écrite (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</p>

		(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).
<b>5.2 Personal Enrichment</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
	5.2.M.a. Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom	Examples within Connection (ATE pages 177, 180, 187, 197, 217, 233,...), in Teaching Notes (ATE pages 163, 259, and 436), and in Un peu de plus (ATE page 163).
	5.2.M.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and the new culture	Examples within Connections (ATE pages 10, 28, 29, 61, 71, 72,...), and 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,...).
	5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed	Examples on pages 56, 68, 288, 360-361, 369, 370 and within Communication (pages 67 and 364), in Connections (ATE pages 362 and 365), and in Cooperative Group Practice (ATE page 361).