

C'est à toi! Level Three, 2nd edition
Correlated to
Michigan Foreign Language Standards
Pre-Advanced – Level 3

STRAND 1: COMMUNICATION		
	Pre-Advanced	Page Numbers
1.1 Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.		
	Interpersonal Speaking/ Listening or Signed (SL)	
	Socializing	
	1.1.A.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as weekend plans, vacation, jobs and travel	Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).
	1.1.A.SL.b Recognize and use appropriate register/honorifics in routine social and professional situations	
	1.1.A.SL.c Request, offer, invite, and reply appropriately and provide rationale for the request, offer, invitation and reply	Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension

		Activities (pages 5, 29, 62, 80, 111, 128,...), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).
	Identifying and Describing	
	1.1.A.SL.d Share detailed description and analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture	Examples on page 313 and within Aperçus culturels (page 315), in Communication (page 141), in Connections (ATE pages 108 and 279), in Conversation culturelle (pages 108, 109, 110, 111, 125-128, and 307-310), in Cooperative Group Practice (ATE pages 76, 280, and 327), in FYI (ATE pages 130, 315, and 372), and in Journal personnel (page 115).
	1.1.A.SL.e Share detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film, and the arts	Examples on pages 328 and 421 and within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186, 235...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Écrite (pages 100, 192, 379, 423, and 467), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Évaluation Visuelle (pages 51, 244, and 423), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), and in Stratégie Communicative (page 446).
	1.1.A.SL.f Share an analysis and comparison of attributes of places and things in the target culture by providing a detailed description	Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in

		Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).
	Exchanging Information	
	1.1.A.SL.g Use target language to discuss social issues and problems	Examples within Aperçus culturels (page 7-8, 82-83, 161-162, 176-177, 270-271, 296-297, 314-316, 393-394, 408, and 436), Comparisons (ATE page 7), in Connections (ATE pages 173, 267, 293, and 297), in Journal Personnel (Pages 9, 84164, 178, 256, 273, 298,...), and in Journal personnel (ATE pages 227, 238, and 251).
	1.1.A.SL.h Use target language to discuss current or past events that are of significance in the target culture	Examples within Aperçus culturels (pages 82-83, 161-162, 176-177, 270-271, 296-297, and 436), in Connections (ATE pages 31, 292, and 297), and in Journal Personnel (pages 115, 229, 298, 317, and 454).
	1.1.A.SL.i Report to someone the resolution of an everyday situation with a complication in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in Paired Practice (ATE pages 188, 215, and 328), in Reading Materials (pages 33, 67, 114, 163, 228, 230,...), and in Un peu de plus (ATE page 124).
	Exchanging Opinions	
	1.1.A.SL.j Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Paired Practice (ATE page 328), in Teaching Notes (ATE pages 124, 145, 280, and 402), and in Un Peu de Plus (ATE page 218).

	1.1.A.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in Paired Practice (ATE pages 188, 215, and 328), in Reading Materials (pages 33, 67, 114, 163, 228, 230,...), and in Un peu de plus (ATE page 124).
	Interpersonal Reading/ Writing (RW)	
	Socializing	
	1.1.A.RW.a Use the target language in email messages, text messages, blogs, web pages, letters, and notes to greet one another and write about past and future activities such as weekend plans, vacation, jobs, and travel	Examples within Communication (page 235), in Évaluation Écrite (pages 192, 244, 379, and 423), and in Pratique (page 421).
	1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence	
	1.1.A.RW.c Request, offer, invite, and reply appropriately in writing and provide rationale for the request, offer, invitation and reply	Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).
	Identifying and Describing	
	1.1.A.RW.d Share in writing a detailed description and analysis of physical appearance, character, and personality	Examples on page 313 and within Aperçus culturels (page 315), in Communication (page 141), in Connections (ATE pages 108 and 279), in

	traits of historical figures and characters in literature, TV, film, and the arts in the target culture	Conversation culturelle (pages 108, 109, 110, 111, 125-128, and 307-310), in Cooperative Group Practice (ATE pages 76, 280, and 327), in FYI (ATE pages 130, 315, and 372), and in Journal personnel (page 115).
	1.1.A.RW.e Share in writing a detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film, and the arts	Examples on pages 328 and 421 and within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186, 235...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Écrite (pages 100, 192, 379, 423, and 467), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Évaluation Visuelle (pages 51, 244, and 423), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), and in Stratégie Communicative (page 446).
	1.1.A.RW.f Share in writing an analysis and comparison of attributes of places and things in the target culture by providing a detailed description	Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).
	Exchanging Information	
	1.1.A.RW.g Exchange information in writing about social issues and problems	Examples within Aperçus culturels (page 7-8, 82-83, 161-162, 176-177, 270-271, 296-297, 314-316, 393-394,

		408, and 436), Comparisons (ATE page 7), in Connections (ATE pages 173, 267, 293, and 297), in Journal Personnel (Pages 9, 84164, 178, 256, 273, 298,...), and in Journal personnel (ATE pages 227, 238, and 251).
	1.1.A.RW.h Report in writing, to someone, the resolution of an everyday situation with a complication in the target language relating to stores, transportation, services, and online purchases	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in Paired Practice (ATE pages 188, 215, and 328), in Reading Materials (pages 33, 67, 114, 163, 228, 230,...), and in Un peu de plus (ATE page 124).
	1.1.A.RW.i Use target language to write about current or past events that are of significance in the target culture	Examples within Aperçus culturels (pages 82-83, 161-162, 176-177, 270-271, 296-297, and 436), in Connections (ATE pages 31, 292, and 297), and in Journal Personnel (pages 115, 229, 298, 317, and 454).
	Exchanging Opinions	
	1.1.A.RW.j Share opinions in writing about something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Paired Practice (ATE page 328), in Teaching Notes (ATE pages 124, 145, 280, and 402), and in Un Peu de Plus (ATE page 218).
	1.1A.RW.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in Paired Practice (ATE pages 188, 215, and 328), in Reading Materials (pages 33, 67, 114, 163, 228, 230,...), and in Un peu de plus (ATE page 124).

<p>1.2 Interpretive Communication Students understand and interpret written and spoken language on a variety of topics.</p>		
	<p>Interpretive Language-Listening (L) or Signed (SL)</p>	
	<p>1.2.A.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and unfamiliar topics</p>	<p>Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).</p>
	<p>1.2.A.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics</p>	<p>Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).</p>
	<p>1.2.A.L.c Analyze a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)</p>	<p>Examples within Cooperative Group Practice (ATE page 327) and in Teaching Notes (ATE page 145).</p>

	1.2.A.L.d Analyze an audio presentation (CD, lecture, radio, podcast, songs/music)	Examples within Cooperative Group Practice (ATE page 280), in Teaching Notes (ATE pages 280 and 282), and in Un Peu de Plus (ATE page 282).
	Interpreting Written Language-Reading (R)	
	1.2.A.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and unfamiliar topics	Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).
	1.2.A.R.b Understand and analyze written materials in the target language on unfamiliar topics such as, literary works, print media, websites/internet, directions	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in Paired Practice (ATE pages 188, 215, and 328), in Reading Materials (pages 33, 67, 114, 163, 228, 230,...), and in Un peu de plus (ATE page 124).
	1.2.A.R.c Understand written interpersonal communication in the target language on a variety of familiar and unfamiliar topics (email, letters, messages, notes, and text messages)	Examples within Communication (page 235), in Évaluation Écrite (pages 192, 244, 379, and 423), and in Pratique (page 421).
1.3 Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		

	Presentational Language - Speaking (S) or Signed (SL)	
	1.3.A.S.a Participate in and perform scenes in the target language from plays, and/or poems, or excerpts from short stories	Examples within Connections (ATE page 267), in Cooperative Group Practice (ATE page 280), and in Teaching Notes (ATE pages 124 and 145).
	1.3.A.S.b Present a summary of a story including plot and characters or an event to an audience	Examples on pages 49, 76, 124, 145, 219, 282, and 354 and within Communication (page 416), in Paired Practice (ATE page 218), and in Un peu de plus (ATE page 218).
	1.3.A.S.c Present oral reports on familiar and unfamiliar topics in target language	Examples within À Vous de Jouer (page 49), in Comparisons (ATE page 421), in Cooperative Group Practice (ATE page 377), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Paired Practice (ATE pages 47 and 354), in Stratégie Communicative (page 446), and in Un peu de plus (ATE pages 76, 94, 124, 145, 188, 241,...).
	1.3.A.S.d Produce an original target language information video/DVD recording of a complete newscast or target culture topic	Examples within Un Peu de Plus (ATE 463).
	Presentational Language- Writing (W)	
	1.3.A.W.a Create and disseminate a newsletter or webpage in the target language	
	1.3.A.W.b Prepare a written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language	Examples within Un Peu de Plus (ATE pages 145 and 241).

	1.3.A.W.c Present written reports on familiar and unfamiliar topics in the target language	Examples on pages 328 and 421 and within Communication (pages 75, 169, 186, 235, 264, and 323), in Comparisons (ATE page 421), in Cooperative Group Practice (ATE pages 263 and 377), in Évaluation Écrite (pages 100, 192, 379, 423, and 467), in Évaluation Visuelle (pages 51, 244, and 423), in Paired Practice (ATE pages 47 and 354), and in Un peu de plus (ATE pages 76, 94, 124, 145, 188, 241,...).
STRAND 2: Cultures		
2.1 Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.		
	Understanding the impact of historic events and governmental systems within the target cultures (H)	
	2.1.A.H.a Analyze the impact of major historic events on the culture of communities or countries in which the language is spoken	Examples within Aperçus culturels (pages 82-83, 161-162, 176-177, 270-271, 296-297, 345-348, 362-363, and 436), in Connections (ATE pages 31, 292, and 297), in Conversation culturels (pages 339-342 and 355-359), in FYI (ATE 98 and 99). and in Journal Personnel (pages 115, 229, 298, 317, and 454).
	2.1.A.H.b Compare the governmental system of a country in which the language is spoken with that of one or more other countries	Examples within Aperçus culturels (pages 82-83), in Conversation culturels (pages 60-61), in FYI (ATE 83), and in Un Peu de Plus (ATE page 61).

	2.1.A.H.c Compare the position vis-à-vis an important political issue in two or more communities or countries in which the language is spoken	Examples within Connections (ATE 297), in FYI (ATE 99), and in Journal personnel (page 298).
	2.1.A.H.d Analyze the impact of major current events on the culture of communities or countries in which the language is spoken	Examples within Aperçus culturels (pages 82-83, 161-162, 176-177, 270-271, 296-297, and 436), in Connections (ATE pages 31, 292, and 297), and in Journal Personnel (page 164, 273, 298, 364, 411, and 437).
	2.1.A.H.e Analyze major tensions within and outside a community or country in which the language is spoken	Examples within Aperçus culturels (pages 82-83, 161-162, 176-177, 270-271, 296-297, and 436), in Connections (ATE pages 31, 292, and 297), and in Journal Personnel (page 164, 273, 298, 364, 411, and 437).
	2.1.A.H.f Explain who is considered majority and minority within a culture	Examples within Aperçus culturels (pages 82-83, 161-162, 176-177, 270-271, 296-297, and 436), in Connections (ATE pages 31, 292, and 297), and in Journal Personnel (page 164, 273, 298, 364, 411, and 437).
	2.1.A.H.g Analyze issues of gender, class and/or status in the target culture	Examples within Aperçus culturels (pages 82-83, 161-162, 176-177, 270-271, 296-297, and 436), in Connections (ATE pages 31, 292, and 297), and in Journal Personnel (page 164, 273, 298, 364, 411, and 437).
	2.1.A.H.h Analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken	Examples within Aperçus culturels (pages 82-83, 161-162, 176-177, 270-271, 296-297, and 436), in Connections (ATE pages 31, 292, and

		297), and in Journal Personnel (page 164, 273, 298, 364, 411, and 437).
	Understanding the role of family and community within the target culture(s) (F)	
	2.1.A.F.a Analyze changes in family structures and the role of friends within a community or culture in which the language is spoken	Example on page 313 and within Aperçus culturels (page 315), in Conversation culturels (ATE pages 307-310), in FYI (ATE 315).
	2.1.A.F.b Analyze the cultural beliefs, values, and perspectives associated with time and daily routines	Examples within Aperçus culturels (pages 8, 31, 83, 161-162, 176-177, 206, 254, 270-271, 315, 345, 346, 347, 362, 363, 435, 451, and 452), in Connections (ATE 295 and 297), in Journal personnel (pages 9, 115, 178, and 317), in Journal personnel (ATE page 2 and 238), and in Paired Practice (ATE page 183).
	2.1.A.F.c Analyze and compare changes over time in how daily needs are met within a community or culture in which the language is spoken	Examples within Aperçus culturels (page 7-8, 82-83, 161-162, 176-177, 270-271, 296-297, 314-316, 393-394, 408, and 436), Comparisons (ATE page 7), in Connections (ATE pages 173, 267, 293, and 297), in Journal Personnel (Pages 9, 84164, 178, 256, 273, 298,...), and in Journal personnel (ATE pages 227, 238, and 251).
	2.1.A.F.d Analyze the balance between work and leisure activities within a community or culture in which the language is spoken	Examples on pages 26, 27, and 29 and within Aperçus culturels (32, 207, and 435), in Conversation culturels (pages 27-28), in FYI (ATE pages 26 and 28), in Journal personnel (page 34), and in TPR (Total Physical Response) (ATE 27).

	2.1.A.F.e Explain how cultural beliefs, values and perspectives serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations	Examples in Aperçus culturels (pages 8, 31-32, 113, 130-131, 161-162, 176-177, 207, 314, 315, and 435), in Connections (ATE 295 and 297), in Cooperative Group Practice (ATE 327), in Dossier Ouvert/Ferme (pages 106/146 and 154/190), in Journal personnel (page 9, 132, 178, and 454), in Journal personnel (ATE page 2, 107, 131, and 238), in Lecture (pages 47-49, 94-97, 142-145, 236-241, 280-281, 324-326, 372-376, and 418-420), in Teaching Notes (ATE page 124), and in Un peu de plus (ATE 113).
	Understanding education, employment, and the economy in the target cultures (E)	
	2.1.A.E.a Analyze secondary and post-secondary educational opportunities that lead to careers in the target country	Examples within Aperçus culturels (page 9), in Conversation culturels (pages 4-5), and in Dossier/Ouvert (pages 2/49).
	2.1.A.E.b Analyze the role and impact of the economic system on a community or country in which the language is spoken	Examples within Aperçus culturels (pages 161-163, 176-177, and 314), and in Conversation culturels (page 307).
	2.1.A.E.c Analyze the cultural beliefs related to money, wealth, and the social status of various types of employment	Examples in Aperçus culturels (pages 8, 31-32, 113, 130-131, 161-162, 176-177, 207, 314, 315, and 435), in Connections (ATE 295 and 297), in Cooperative Group Practice (ATE 327), in Dossier Ouvert/Ferme (pages 106/146 and 154/190), in Journal personnel (page 9, 132, 178, and 454), in Journal personnel (ATE page 2, 107, 131, and 238), in Lecture (pages 47-49, 94-97, 142-145, 236-241, 280-281, 324-326, 372-376, and 418-420), in Teaching Notes (ATE page 124), and in Un peu de plus (ATE 113).

<p>2.2 Products and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>		
	<p>Understanding the impact of geography and natural resources on the target cultures (G)</p>	
	<p>2.2.A.G.a Locate and explain the development of urban, rural, and suburban areas within a country where the language is spoken</p>	<p>Examples on pages xv, 221, 291, 387, 403, and 447 and within <i>Aperçus culturels</i> (pages 206-207, 226-227, 296-298, 387, 393-394, 408, and 451-452), in <i>Conversation culturelle</i> (pages 267 and 388-389), and in <i>Connections</i> (ATE pages 4 and 409) and in <i>Journal personnel</i> (page 34).</p>
	<p>2.2.M.G.b Explain how geographic features help to define regional identities within a country</p>	<p>Examples on pages xv, 221, 291, 387, 403, and 447 and within <i>Aperçus culturels</i> (pages 206-207, 226-227, 387, 393-394, 408, and 451), in <i>Conversation culturelle</i> (pages 267 and 388-389), and in <i>Connections</i> (ATE pages 4 and 409) and in <i>Journal personnel</i> (page 34).</p>
	<p>2.2.A.G.c Analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world</p>	<p>Examples on pages xv, 221, 291, 387, 403, and 447 and within <i>Aperçus culturels</i> (pages 206-207, 226-227, 387, 393-394, 408, and 451), in <i>Conversation culturelle</i> (pages 267 and 388-389), and in <i>Connections</i> (ATE pages 4 and 409) and in <i>Journal personnel</i> (page 34).</p>
	<p>2.2.A.G.d Analyze how geographic location, climate and typical seasonal weather patterns</p>	<p>Examples on pages xv, 221, 291, 387, 403, and 447 and within <i>Aperçus culturels</i> (pages 206-207, 226-227,</p>

	influence the economy and population density	387, 393-394, 408, and 451), in Conversation culturelle (pages 267 and 388-389), and in Connections (ATE pages 4 and 409) and in Journal personnel (page 34).
	Understanding the importance of cultural and creative heritage within the target cultures (C)	
	2.2.A.C.a Analyze the enduring contributions of current cultural icons to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people)	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in Paired Practice (ATE pages 188, 215, and 328), and in Reading Materials (pages 33, 67, 114, 163, 228, 230,...).
	2.2.A.C.b Analyze the enduring contributions of historic culture to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people)	Examples within Connections (ATE pages 108 and 279), in Cooperative Group Practice (ATE pages 76 and 280), in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282,...), in Paired Practice (ATE pages 188, 215, and 328), and in Reading Materials (pages 33, 67, 114, 163, 228, 230,...).
	Understanding the artifacts associated with family and community life within the target culture(s) (F)	
	2.2.A.F.a Analyze and compare changes over time in products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken	Examples in Aperçus culturels (pages 8, 31-32, 113, 130-131, 161-162, 176-177, 207, 314, 315, and 435), in Connections (ATE 295 and 297), in Cooperative Group Practice (ATE 327), in Dossier Ouvert/Ferme (pages 106/146 and 154/190), in Journal personnel (page 9, 132, 178, and 454), in Journal personnel (ATE page 2, 107,131, and 238), in Lecture (pages 47-49, 94-97, 142-145, 236-241, 280-281, 324-326, 372-376,

		and 418-420), in Teaching Notes (ATE page 124), and in Un peu de plus (ATE 113).
	2.2.A.F.b Analyze the contribution of indigenous products within the economy of different communities, regions, or countries	Examples in Aperçus culturels (pages 8, 31-32, 113, 130-131, 161-162, 176-177, 207, 314, 315, and 435), in Connections (ATE 295 and 297), in Cooperative Group Practice (ATE 327), in Dossier Ouvert/Ferme (pages 106/146 and 154/190), in Journal personnel (page 9, 132, 178, and 454), in Journal personnel (ATE page 2, 107,131, and 238), in Lecture (pages 47-49, 94-97, 142-145, 236-241, 280-281, 324-326, 372-376, and 418-420), in Teaching Notes (ATE page 124), and in Un peu de plus (ATE 113).
	2.2.A.F.c Analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken	Examples in Aperçus culturels (pages 8, 31-32, 113, 130-131, 161-162, 176-177, 207, 314, 315, and 435), in Connections (ATE 295 and 297), in Cooperative Group Practice (ATE 327), in Dossier Ouvert/Ferme (pages 106/146 and 154/190), in Journal personnel (page 9, 132, 178, and 454), in Journal personnel (ATE page 2, 107,131, and 238), in Lecture (pages 47-49, 94-97, 142-145, 236-241, 280-281, 324-326, 372-376, and 418-420), in Teaching Notes (ATE page 124), and in Un peu de plus (ATE 113).
	2.2.A.F.d Explain how cultural beliefs, values and perspectives influence the products associated with civil, religious, and personal/family holidays or celebrations	Examples within Aperçus culturels (pages 8, 31, 83, 161-162, 176-177, 206, 254, 270-271, 315, 345, 346, 347, 362, 363, 435, 451, and 452), in Connections (ATE 295 and 297), in Journal personnel (pages 9, 115, 178, and 317), n Journal personnel (ATE page 2 and 238), and in Paired Practice (ATE page 183).

	Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)	
	2.2.A.E.a Analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials	Examples within Aperçus culturels (pages 8, 31, 83, 161-162, 176-177, 206, 254, 270-271, 315, 345, 346, 347, 362, 363, 435, 451, and 452), in Connections (ATE 295 and 297), in Journal personnel (pages 9, 115, 178, and 317), in Journal personnel (ATE page 2 and 238), and in Paired Practice (ATE page 183).
	2.2.A.E.b Analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken	
	2.2.A.E.c Analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken	Examples within Aperçus culturels (pages 161-163, 176-177, and 314), and in Conversation culturels (page 307).
STRAND 3: Connections		
3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language.		
	3.1.A.a Acquire new content knowledge about unfamiliar topics through the target language	Examples on page 376 and within Communication (page 173, 279, 293, and 373), in Connections (ATE pages 4, 108, 173, 267, 279, 293, and 409), in Cooperative Group Practice (ATE page 377), and in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282, 324-326, 371-376, 417-420, and 461-463),

		in Teaching Notes (ATE page 93, 227, 282, and 402), and in Un peu de plus (ATE pages 145, 241, and 446).
3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.		
	3.2.A.a Use information available only through the target language to identify and compare distinctive cultural viewpoints	Examples on page 376 and within Connections (ATE pages 4, 108, 173, 267, 279, 293, and 409), and in Lecture (pages 47-49, 94-97, 142-145, 187-190, 236-241, 280-282, 324-326, 371-376, 417-420, and 461-463), and in Un peu de plus (ATE pages 145, 241, and 446).
STRAND 4: Comparisons		
4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.		
	4.1.A.a Recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages	Examples within Comparisons (ATE 21, 26, 68, 84, 87, 115,...), in Cooperative Group Practice (ATE pages 72, 86, 168, 195, 229, 231,...), in FYI (ATE pages 7 and 161), in Langue Active (pages 10, 12, 16, 18, 21, 34,...), in Paired Practice (ATE pages 15, 19, 91, 212, 302, 350,...), and in Teaching Notes (ATE 31, 64, 82, 113, 118, 130, 176,...).
	4.1.A.b Recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages	Examples within Comparisons (ATE 21, 26, 68, 84, 87, 115,...), in Cooperative Group Practice (ATE pages 72, 86, 168, 195, 229, 231,...), in Langue Active (pages 10, 12, 16, 18, 21, 34,...), and in

		Paired Practice (ATE pages 15, 19, 91, 212, 302, 350,...). See the following ancillary: Grammar and Vocabulary Exercises.
	4.1.A.c Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages	Examples within À Vous de Jouer (page 49), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), and in Évaluation Orale (pages 51 and 422).
	4.1.A.d Recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages	Examples within Comparisons (ATE 21, 26, 68, 84, 87, 115,...), in Cooperative Group Practice (ATE pages 72, 86, 168, 195, 229, 231,...), in Langue Active (pages 10, 12, 16, 18, 21, 34,...), and in Paired Practice (ATE pages 15, 19, 91, 212, 302, 350,...).
4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
	4.2.A.a Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own	Examples in Aperçus culturels (pages 31-32, 113, 130-131, 207, 314, and 435), in Cooperative Group Practice (ATE 327), in Dossier Ouvert/Ferme (pages 106/146 and 154/190), in Journal personnel (page 132 and 454), in Journal personnel (ATE page 107 and 131), in Lecture (pages 47-49, 94-97, 142-145, 236-241, 280-281, 324-326, 372-376, and 418-420), in Teaching Notes (ATE page 124), and in Un peu de plus (ATE 113).

	<p>4.2.A.b Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture products and compare them to one's own</p>	<p>Examples in Aperçus culturels (pages 31-32, 113, 130-131, 207, 314, and 435), in Cooperative Group Practice (ATE 327), in Dossier Ouvert/Ferme (pages 106/146 and 154/190), in Journal personnel (page 132 and 454), in Journal personnel (ATE page 107 and 131), in Lecture (pages 47-49, 94-97, 142-145, 236-241, 280-281, 324-326, 372-376, and 418-420), in Teaching Notes (ATE page 124), and in Un peu de plus (ATE 113).</p>
STRAND 5: Communities		
<p>5.1 Use of Language Students use the language both within and beyond the school setting.</p>		
	<p>5.1.A.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, publications, and speeches</p>	<p>Examples within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186, 235,...), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Écrite (pages 100, 192, 379, 423, and 467), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Évaluation Visuelle (pages 51, 193, and 244), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Pratique (page 421), in Stratégie Communicative (page 446), and in Un peu de plus (ATE 402).</p>

	<p>5.1.A.b Provide services to the school district and community through activities in the target language such as tutoring and helping speakers of the target language to function within the school or community</p>	<p>Examples on pages 282 and 421 and within À Vous de Jouer (page 49), in Communication (pages 45, 75, 123, 141, 169, 186, 235, 264, 323,...), in Comparisons (ATE page 421), in Conversation culturelle (pages 4, 27, 60, 78, 108, 125,...), in Cooperative Group Practice (ATE pages 263 and 377), in En Partenaire (pages 12, 38, 41, 45, 49, 70,...), in Évaluation Écrite (pages 100, 192, 379, 423, and 467), in Évaluation Orale (pages 51, 99, 147, 192, 243, 283,...), in Évaluation Visuelle (pages 51, 244, and 423), in Listening Comprehension Activities (pages 5, 29, 62, 80, 111, 128,...), in Paired Practice (ATE pages 47 and 354), in Stratégie Communicative (page 446), and in Un peu de plus (ATE pages 76, 94, 124, 145, 188, 241,...).</p>
<p>5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
	<p>5.2.A.a Seek opportunities and use the target language in real life situations within the community</p>	<p>Examples within Connections (ATE page 4, 31, 108, 111, 173, 255, 267,...), in Cooperative Group Practice (ATE page 280), and in Teaching Notes (ATE pages 124 and 145).</p>
	<p>5.2.A.b Use authentic target language print materials and electronic</p>	<p>Examples on page 376 and within Communication (page 173, 279, 293, and 373), in</p>

	<p>media to explore topics of personal interest from the points of view of the new culture</p>	<p>Connections (ATE pages 4, 173, 267, 279, 293, and 409), in Cooperative Group Practice (ATE page 377), in Teaching Notes (ATE page 93, 227, 282, and 402), in Un peu de plus (ATE pages 145, 241, and 446).</p>
	<p>5.2.A.c Participate in school-to-work projects such as an internship or outreach program that requires proficiency in the target language</p>	<p>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 Aperçus culturels (pages 7, 31, 64, 82, 113, 130, 161, 176, 205, 226, 254, 270, 296, 314, 345, 362, 393, 408, 435, and 451).</p>