

## EMC Publishing's Correlation of

### *C'est à toi! Level 2*

#### Pennsylvania State Standards for Foreign Language – Stage 2

#### CULTURES

Concepts	Competencies	Page References
Products, artifacts, and perspectives Students know...Important landmarks and products related to cultural celebrations or daily life	Find and share information in authentic materials( internet, magazines, children's books) about cultural products	Examples within Comparisons (ATE page 224), in Connections (ATE pages 379 and 475), in Cooperative Group Practice (ATE page 467), in Lecture (94-98, 147-148, 312-313, and 473-476), in Paired Practice (ATE page 475), in Teaching Notes (ATE pages 139), and in Un Peu de Plus (ATE page 431).
	Retell a folk tale, myth, or culturally significant story	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).
	Connect products to attitudes and practices of the culture	Examples on pages 263, 342, and 425 and within Aperçus Culturels (pages 158, 167, 181, 240, 252, 266, 324, 331, 345, 406, 416, and 428) 385), in Culture (pages 175-178, 260-262, 339-341, and 422-424) and in Lecture (pages 271-272, 351-352, and 436-437).
Products, artifacts, and perspectives Students know...Short literary works, tourist websites, young people's magazines	Find and share information in authentic materials( internet, magazines, children's books) about cultural products	Examples within Comparisons (ATE page 224), in Connections (ATE pages 379 and 475), in Cooperative Group Practice (ATE page 467), in Lecture (94-98, 147-148, 312-313, and 473-476), in Paired Practice (ATE page 475), in Teaching Notes (ATE pages 139), and in Un Peu de Plus (ATE page 431).

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Social interactions, practices, and perspectives Students know...Social relationships for peer age groups	Role play daily life situations as they would unfold in the target cultures	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).
	Share information from the web, e-mail, blogs, webinars and/or authentic texts about popular singers, contemporary heroes, or other topics of interest to students	Examples on pages 4 and 19 and within Communication (pages 27, 94, 130, 163, and 295), in Comparisons (ATE page 224), in Connections (ATE pages 96, 209, 379 and 475), in Cooperative Group Practice (ATE page 467), in Évaluation Écrite (pages 51, 150, 191, 274, 354, and 397), in Évaluation Visuelle (pages 51 and 274), in Teaching Notes (ATE page 451), in Lecture (94-98, 147-148, 312-313, and 473-476), in Paired Practice (ATE page 475), in Teaching Notes (ATE pages 139), and in Un peu de plus (ATE pages 122, 148, 313, 421, 431, and 440).

	Simulate a cultural practice to demonstrate how it plays out and its significance	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).
Social interactions, practices, and perspectives Students know...Transactions related to school, transportation, meals	Role play daily life situations as they would unfold in the target cultures	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).
	Share information from the web, e-mail, blogs, webinars and/or authentic texts about popular singers, contemporary heroes, or other topics of interest to students	Examples on pages 4 and 19 and within Communication (pages 27, 94, 130, 163, and 295), in Comparisons (ATE page 224), in Connections (ATE pages 96, 209, 379 and 475), in Cooperative Group Practice (ATE page 467), in Évaluation Écrite (pages 51, 150, 191, 274, 354, and 397), in Évaluation Visuelle (pages 51 and 274), in Teaching Notes (ATE page 451), in Lecture (94-98, 147-148, 312-313, and 473-476), in Paired Practice (ATE page 475), in Teaching Notes (ATE pages 139), and in Un peu de plus (ATE pages 122, 148, 313, 421, 431, and 440).

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Products, artifacts, and perspectives Students know...Important landmarks and products related to cultural celebrations or daily life	Find and share information in authentic materials( internet, magazines, children’s books) about cultural products	Examples within Comparisons (ATE page 224), in Connections (ATE pages 379 and 475), in Cooperative Group Practice (ATE page 467), in Lecture (94-98, 147-148, 312-313, and 473-476), in Paired Practice (ATE page 475), in Teaching Notes (ATE pages 139), and in Un Peu de Plus (ATE page 431).
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## COMMUNITIES

Concepts	Competencies	Page References
Interview questions to pose to a native speaker	Exchange information with a speaker from the community who visits the classroom or in his/her place of work	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).

	Give opinions and react to a performance or field trip where the world language is used	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 (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).
Informational material before visiting a community venue or internet exchange where the language is spoken	Exchange information with a speaker from the community who visits the classroom or in his/her place of work	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).
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		122, 148, and 440).
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## CONNECTIONS

Concepts	Competencies	Page References
Authentic but highly visual materials that address subject matter from other courses (e.g., Earth Day materials in the target language, food pyramids)	Identify terms in the world language that describe concepts they have learned in other subjects (e.g., current and historical events, topographic maps, graphs and metric system, global ecology)	Example on page 414 and within Aperçus Culturels (pages 16-17, 35, 71, 109-110, 122, 137, 158, 167, 181, 224, 240, 252, 266, 290, 305, 324, 331, 345, 372, 406, 419, and 428), in Connections (ATE pages 106, 157, 240, and 426), in Culture (pages 131-133, 175-178, 260-262, 339-341, and 422-424), and in Un peu de plus (ATE pages 127 and 147).

## INTERPRETIVE COMMUNICATION

Concepts	Competencies	Page References
Descriptions of self and others, surroundings	Share personal information	Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Écrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Listening Comprehension Activities (pages 3, 18, 36, 60, 72, 89,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE pages 16, 29, 46, 51, 67, 97,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Teaching notes (ATE pages 150, 233, 398, and 439).
	Converse on familiar topics such as school, pastimes, preferences	Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in

		à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Écrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Listening Comprehension Activities (pages 3, 18, 36, 60, 72, 89,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE pages 16, 29, 46, 5167, 97,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Teaching notes (ATE pages 150, 233, 398, and 439).
Strategies for getting help in understanding or expressing ideas	Share personal information	Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Écrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Listening Comprehension Activities (pages 3, 18, 36, 60, 72, 89,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE pages 16, 29, 46, 5167, 97,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Teaching notes (ATE pages 150, 233, 398, and 439).
	Converse on familiar topics such as school, pastimes, preferences	Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Écrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Listening Comprehension Activities (pages 3, 18, 36, 60, 72, 89,...), in Paired



		Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE pages 16, 29, 46, 5167, 97,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Teaching notes (ATE pages 150, 233, 398, and 439).
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#### INTERPERSONAL COMMUNICATION

Concepts	Competencies	
Descriptions of self and others, surroundings	Share personal information	Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Écrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Listening Comprehension Activities (pages 3, 18, 36, 60, 72, 89,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE pages 16, 29, 46, 5167, 97,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Teaching notes (ATE pages 150, 233, 398, and 439).
	Converse on familiar topics such as school, pastimes, preferences	Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Écrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Listening Comprehension Activities (pages 3, 18, 36, 60, 72, 89,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE pages 16, 29,

		46, 5167, 97,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Teaching notes (ATE pages 150, 233, 398, and 439).
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	Converse on familiar topics such as school, pastimes, preferences	Examples in Communication (pages 14, 27, 130, 163, and 295), in Conversation culturelle (pages 2, 15, 34, 58, 70, 87,...), in à Vous de Jouer (pages 37, 45, 146, 206, 216, 249,...), in Évaluation Écrite (pages 51, 150, 191, and 274), in Évaluation Orale (pages 50, 99, 149, 190, 232, 274,...), in Listening Comprehension Activities (pages 3, 18, 36, 60, 72, 89,...), in Paired Practice (ATE pages 265, 281, 329, 339, 394, and 453), in Un peu de plus (ATE pages 16, 29, 46, 5167, 97,...), in TPR (ATE pages 64, 73, 82, 120, 156, 238,...), and in Teaching notes (ATE pages 150, 233, 398, and 439).

PRESENTATIONAL COMMUNICATION

Concepts	Competencies	
Process-writing/speaking techniques (e.g., idea-gathering, drafting, revising, final copy)	Design and present a brochure on travel or a product	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).
	Describe and present a schedule of daily activities	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).
	Present a puppet show or skit	Examples within Connections (ATE page 424) and in Teaching Notes (ATE page 436).
	Give a “how-to” demonstration (e.g., prepare a recipe, teach a dance)	Examples within Connections (ATE pages 83, 136, 343, 349, and 406).
Models of presentations to adapt for personal meaning	Design and present a brochure on travel or a product	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).
	Describe and present a schedule of daily activities	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).
	Present a puppet show or skit	Examples within Connections (ATE page 424) and in Teaching Notes (ATE page 436).
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## COMPARISONS

Concepts	Competencies	
Words that carry different visual meaning in two or more languages (e.g. “bread” may be translated as “pain” or “pan” or “brot” but its image is of a different product in each culture)	Expand their vocabulary by working with borrowed words, foreign phrases and mottoes, prefixes and suffixes	Examples within Aperçus culturels (pages 3, 122, 137, and 138) and in Culture (pages 131, 177, 219, 260, 262, 339, and 340).
	Connect the meaning of vocabulary with the cultural context of the world language (e.g., terms to describe family, foods, housing)	Examples within Aperçus culturels (pages 3, 122, 137, and 138) and in Culture (pages 131, 177, 219, 260, 262, 339, and 340).
	Identify how certain products and traditions are important to the second culture and how that may be similar or different in their own (e.g., celebrations, religious practices, arts, foods, work and leisure time)	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).