

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: High School French **State-Funded Course:** 60.01100 French I

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

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*The Georgia Performance Standards for grades K-12 Foreign Language, K-12 ESOL, and 9-12 ELA may be accessed on-line at:
<http://www.georgiastandards.org/>.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<p>I. Communication Interpersonal Mode of Communication - MLI.IP1</p>	<p>The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:</p> <p>A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.</p> <p>B. Express likes, dislikes, emotions, agreement and disagreement.</p> <p>C. Make simple requests.</p> <p>D. Ask for clarification.</p>	<p>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).</p> <p>B. 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).</p> <p>C. Examples within Comparisons (ATE 8, 15, 22, 25, 27, 34,...), in Connections (ATE 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.</p> <p>D. Examples within Communication (page 13) and in Revision de fonctions (page 17).</p>

<p>MLI.IP2</p>	<p>E. Give simple descriptions.</p> <p>F. Comprehend basic directions.</p> <p>G. Ask questions and provide responses based on topics such as self, family, school, etc.</p> <p>H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.</p> <p>The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:</p> <p>A. Initiate, participate in, and close a brief oral or written exchange.</p> <p>B. Use formal and informal forms of address.</p> <p>C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>E. 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,...).</p> <p>F. 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.</p> <p>G. 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,...).</p> <p>H. Examples on pages 9, 10, 16, 65, 83, 111, and 154.</p> <p>A. Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale (pages 15, 52, 94, 130, 170,...), and in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...).</p> <p>B. Examples within Aperçus culturels (page 4), in Évaluation culturelle (page 15), in Langue Active (page 26), and in Pratique (page 26).</p> <p>C. 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,...).</p> <hr/>
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<p>Interpretive Mode of Communication - MLI.INT1</p>	<p>The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:</p> <p>A. Identify main ideas and some details when reading and listening.</p> <p>B. Comprehend simple, culturally authentic announcements, messages, and advertisements.</p> <p>C. Understand simple instructions, such as classroom procedures.</p> <p>D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.</p>	<p>A. Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Connections (ATE pages 40, 428, and 429), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), 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,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and in Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).</p> <p>B. 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).</p> <p>C. Examples on pages 41, 120, 155, 156, 159, 198, 199, 245, 288, 330, 364, 407, 417, and 448-449.</p> <p>D. Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), 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,...).</p>
<p>MLI.INT2</p>	<p>The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:</p> <p>A. Differentiate among statements, questions and exclamations.</p> <p>B. Recognize basic gestures, body language, and intonation that clarify a message.</p>	<p>A. 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,...).</p> <p>B. 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,...).</p>

<p>Presentational Mode of Communication - MLI.P1</p>	<p>The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:</p> <p>A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.</p> <p>B. Give basic information about self and others including school, family, activities, etc.</p> <p>C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>A. Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and in Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).</p> <p>B. Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Comparisons: Culture Journal (ATE pages 15, 22, 34, 60, 78, 103,...), in Connections (ATE page 7), Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale (pages 15, 52, 94, 130, 170,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), and in un peu de plus (ATE page 36).</p> <p>C. Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale/ecrite (pages 15/16, 52/ 53, 94/95, 130/131,...), in Listening Comprehension Activities (pages TE53, 5, 11, 23, 35, 45, 60,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), in TPR (Total Physical Response) (ATE pages 9, 20, 46, 58, 62, 66,...), and in Un peu de plus (ATE pages 2, 4, 9, 16, 20, 26,...).</p>
<p>MLI.P2</p>	<p>The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:</p> <p>A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.</p> <p>B. Demonstrate comprehension of rehearsed material.</p>	<p>A. Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Comparisons: Culture Journal (ATE pages 15, 22, 34, 60, 78, 103,...), in Connections (ATE page 7), Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale (pages 15, 52, 94, 130, 170,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), and in un peu de plus (ATE page 36).</p> <p>B. Examples within Communication (pages 8, 13, 14, 30, 31, 38,...), in Comparisons: Culture Journal (ATE pages 15, 22, 34, 60, 78, 103,...), in Connections (ATE page 7), Conversation culturelle (pages 3, 10, 21, 33, 44, 59,...), in Évaluation orale (pages 15, 52, 94, 130, 170,...), in Paired Practice (ATE pages 13, 31, 48, 49, 53, 66,...), and in un peu de plus (ATE page 36).</p>

<p>II. Cultural Perspectives, Practices, and Products - MLI.CU1</p>	<p>The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:</p> <p>A. Demonstrate knowledge of contributions of target culture(s) to civilization.</p> <p>B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.</p> <p>C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.</p>	<p>A. Examples within Aperçus culturels (pages 4, 11, 22, 34, 45, 60, ...), in Connections (ATE pages 7, 40, 79, 154, 155, 177,...), and in Culture (40, 78-79, 118-119, 157-158, 200-202, 243-244, ...).</p> <p>B. Examples within Communication (page 127), in Comparisons (ATE pages 22 and 52), and in Connections (ATE pages 40 and 429).</p> <p>C. Examples on ATE pages 22, 34, 40, 385, 428, 429, and 439. Examples within Évaluation Orale (pages 15, 52, 94, 130, 216, 256,...), in Game (ATE pages 9, 81, 82, 353, 356, and 366,...), in Communication (pages 253, 351, and 361),and in TPR (ATE pages 9, 66, 112, 121, 200, and 409,...).</p>
<p>III. Connections, Comparisons, and Communities - MLI.CCC1</p>	<p>The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:</p> <p>A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.</p> <p>B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).</p>	<p>A. Examples on page xv, and within Aperçus culturels (pages 34, 149, 291, 333, 348, 385, and 411), in Connections (ATE pages 177, 181, 200, 384, and 404), in Cooperative Group Practice (ATE page 333), in Culture (pages 200-203), in Culture Journal (ATE 333, 430, and 431), and in TPR (Total Physical Response) (ATE page 200).</p> <p>B. Examples within Aperçus culturels (pages 34, 149, 291, 333, 348, 385, and 411), in Connections (pages ATE 7, 40, 79, 145, 155, 177,...), in Cooperative Group Practice (ATE page 333), in Culture (pages 200-203), in Culture Journal (ATE 333, 430, and 431), in Langue Active (pages 24, 25, 26, 27, 36, 46,...), in Lecture (pages 254-255 and 338), in Pratique (pages 24, 25, 26, 27, 28, 29,...), in TPR (Total Physical Response) (ATE page 200), and in Un peu de plus (ATE pages 254, 255, and 338). Also, see the following ancillaries: Grammar & Vocabulary Exercises, TPR Storytelling Manual, Internet Resource Center (News Ticker, I-Catcher, and Hit Ticker).</p>

<p>MLI.CCC2</p>	<p>C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.</p> <p>D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.</p> <p>The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:</p> <p>A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.</p> <p>B. Demonstrate an awareness of elements of the students' own culture.</p>	<p>C. Examples in Aperçus culturels (page 22), in Culture Journal (ATE page 15), in FYI (ATE page 92), in Langue Active (pages 24, 25, 26, 27, 36, 46,...), in Lecture (pages 92-93), in Prononciation (31, 68, 110, 145, 187, 231,...), and in Teaching Notes (ATE pages 22, 69, and 409), and in un peu de plus (ATE page 92).</p> <p>D. Examples within Aperçus culturels (pages 34, 149, 291, 333, 348, 385, and 411), in Connections (pages ATE 7, 40, 79, 145, 155, 177,...), in Cooperative Group Practice (ATE page 333), in Culture (pages 200-203), in Culture Journal (ATE 333, 430, and 431), in Langue Active (pages 24, 25, 26, 27, 36, 46,...), in Lecture (pages 254-255 and 338), in Pratique (pages 24, 25, 26, 27, 28, 29,...), in TPR (Total Physical Response) (ATE page 200), and in Un peu de plus (ATE pages 254, 255, and 338). Also, see the following ancillaries: Grammar & Vocabulary Exercises, TPR Storytelling Manual, Internet Resource Center (News Ticker, I-Catcher, and Hit Ticker).</p> <p>A. Examples within Communication culturelle (pages 3, 10, 21, 33, 44, 59,...), Aperçus culturelle (pages 4, 11, 103, 113, and 247), and Communication (pages 13, 31, 67, 231, 285, 297, and 352).</p> <p>B. Examples on pages 84-85, 123, 150, 179-180, 349, 356, 369, 386, and 397-398). Examples within Game (pages 9, 81, 82, 353, 356, and 366,...) and TPR (pages 9, 66, 112, 121, 200, and 409,...).</p>
<p>MLI.CCC3</p>	<p>The students compare basic elements of the target language to the English language. The students:</p> <p>A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.</p>	<p>A. Examples within Aperçus culturels (pages 11, 22, 34, 60, 207, 369,...), in Culture Journal (ATE page 15), in FYI (ATE page 92), in Langue Active (pages 24, 25, 26, 27, 36, 46,...), in Lecture (pages 92-93), in Pratique (pages 24, 25, 26, 27, 28, 29,...), in Prononciation (31, 68, 110, 145, 187, 231,...), and in Teaching Notes (ATE pages 22, 69, and 409), and in Un peu de plus (ATE page 92). Also, see the following ancillary: Grammar & Vocabulary Exercises.</p>

<p>MLI.CCC4</p>	<p>B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.</p> <p>The students demonstrate an awareness of current events in the target culture(s). The students:</p> <p>A. Give information regarding major current events of the target culture(s).</p> <p>B. Understand the impact of current events of the target culture(s).</p>	<p>B. Examples within Langue Active (pages 24, 25, 26, 27, 36, 46,...) and in Pratique (pages 24, 25, 26, 27, 28, 29,...), and in Prononciation (31, 68, 110, 145, 187, 231,...). Also, see the following ancillary: Grammar & Vocabulary Exercises.</p> <hr/> <p>A. Examples within Culture (pages 362-363) and in Culture Journal (ATE page 362).</p> <p>B. Examples within Culture (pages 362-363) and in Culture Journal (ATE page 362).</p> <hr/>
<p>MLI.CCC5</p>	<p>The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:</p> <p>A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.</p> <p>B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.</p>	<p>A. Examples on ATE pages 22, 34, 40, 385, 428, 429, and 439. Examples within Évaluation Orale (pages 15, 52, 94, 130, 216, 256,...) and in Communication (pages 253, 351, and 361).</p> <p>B. Examples within Évaluation Orale (pages 15, 52, 94, 130, 216, 256,...) and in Communication (pages 253, 351, and 361). Also examples ATE pages 22, 34, 40, 385, 428, 429, and 439.</p>