Correlation

of

C’est à toi! Levels One, Two, Three

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to the

Massachusetts
French Curriculum Framework

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800-328-4564 fax
C’est à toi! (Level One)
Grade 8

Correlated Ancillaries: (described in TE14-TE23 of Annotated Teacher’s Edition)
- Textbook
- Annotated Teacher’s Edition
  - Annotated Teacher’s Edition on CD-ROM
- Workbook
- Workbook Teacher’s Edition
- Grammar and Vocabulary Exercises
- Teacher’s Resource Kit
  - Additional Listening Activities
  - Additional Listening Activities Teacher’s Edition
  - Audiocassettes/CDs with Additional Listening Activities
  - Workbook Teacher’s Edition
  - Audiocassette/CD Program Manual
  - Program Manager with Daily Lesson Plans
- Audiocassettes/CD Program
  - Audiocassettes/CDs
  - Audiocassettes/CD Program Manual
- Assessment Program: (described in TE20-TE21)
  - Lesson Quizzes
  - Lesson Quizzes Teacher’s Edition
  - Unit Tests Booklet
  - Unit Tests Booklet Teacher’s Edition
  - Unit Tests Video
  - Unit Tests Audiocassettes/CDs
  - Portfolio Assessment with Proficiency Tests
  - Test Generator on CD-ROM
- Video Program
  - Videos
  - Video Manual
- Overhead Transparencies
- Computer Software Program (IBM or MAC)
  - Disks
  - Manual
- TPR Storytelling Manual
- Internet Activities
- Internet Resource Center
- CD-ROM Program (IBM or MAC)

For a thorough review of the C’est à toi! world language program (student textbooks, expansion activities, and correlated ancillaries with icons on each page), view the following pages in the Annotated Teacher's Edition (textbook or CD-ROM).

I. COMMUNICATION

Standard 1: Interpersonal Communication
Students of modern language will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.
STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

1.1: Greet and respond to greetings.
Level One: 2, 3, 4, 5, 8, 11, 12, 13, 14, 15, 16, 17, 307, 328.

1.2: Introduce and respond to introductions.
Level One: 3, 5, 8, 14, 15, 16, 307, 327, 328.

1.3: Ask and answer questions.

1.4: Make and respond to requests.

1.5 Exchange information and knowledge.

1.6: Express likes and dislikes.

1.7: Express needs and emotions.

STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

1.8: Perform Stage 1 Learning Standards.
Refer to answers 1.1 through 1.7

1.9: Ask and respond to questions to clarify information.
Level One: 2, 3, 4, 5, 6, 8, 9, 10, 11, 20, 21, 23, 27, 28, 29, 32, 33, 35, 36, 42, 44, 45, 46, 49, 58, 59, 61, 63, 65, 67, 68, 69, 71, 72, 74, 80, 81, 82, 83, 84, 85, 86, 87, 88, 96, 97, 98, 99, 100, 101,
1.10: Exchange opinions about people, activities, or events.


1.11: Discuss class reading.


### Standard 2: Interpretive Communication

Students will understand and interpret ideas and information written or spoken in a language other than English.

**STAGE 1:** Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

2.1 Follow directions.


2.2: Understand some ideas and familiar details.


2.3: Obtain information and knowledge.


2.4: Read or listen to and interpret signs, simple stories, poems, and informational texts.

STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

2.5: Perform Stage 1 Learning Standards.  
Refer to answers 2.1 through 2.4.

2.6: Follow directions such as for a recipe, a word maze, or a logic problem.  

Level One: 76, 258, 287.

2.7: Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures.  


2.8: Understand important ideas and details in highly contextualized authentic and adapted texts.  


2.9: Understand learned expressions, sentences, questions, and polite commands in messages.


2.10: Identify themes in fictional and nonfictional works and relate them to personal experiences.


Standard 3: Presentational Communication

Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.

STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

3.1: Express opinions and ideas.


3.2: Express needs and emotions.

3.3: Express agreement and disagreement.


3.4: Describe people, places, and things.


3.5: Write lists and short notes.

**Level One:** 30, 31, 48, 53, 66, 75, 104, 105, 166, 205, 210, 234, 246, 360, 385.

3.6: Present information in a brief report.

**Level One:** 48, 105, 126, 128, 142, 166, 168, 183, 221, 270, 314, 330, 347, 375, 384, 399, 416, 432, 439, 442.

**STAGE 2:** Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

3.7: Perform Stage 1 Learning Standards.

Refer to answers 3.1 through 3.6.

3.8: Write simple paragraphs.

**Level One:** 48, 105, 126, 128, 142, 166, 168, 183, 221, 270, 314, 330, 347, 375, 384, 399, 416, 432, 439, 442.

3.9: Write greeting cards, notes, letters and e-mails.

**Level One:** 53, 54, 164, 166, 206, 210, 250, 289, 328, 360, 374, 385, 395, 423.

3.10: Describe elements of stories such as characters, events, and settings.

**Level One:** 88-89, 206-207, 396

3.11: Give presentations on planned activities or on cultural topics.


**II. CULTURES**

**Standard 4: Cultures**

Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalties as reflected in history, literature, and the visual and performing arts.
STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:

4.1: Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.


4.2: Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations.


4.3: Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs.


4.4: Identify distinctive cultural products of the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments.


4.5: Identify distinctive contributions made by people in the target culture.


4.6: Demonstrate knowledge of artistic expressions in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics.


4.7: Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities, and climate on maps.


STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

4.8: Identify patterns of social behavior that are typical of the target culture.

4.9: Interact appropriately in social and cultural activities, such as exchanges in a restaurant, at a bus stop, in a store, or in a classroom.


4.10: Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture.


4.11: Identify historical and/or cultural figures from the target culture and describe their contributions.


4.12: Identify, place in chronological order, and describe the significance of important historical events in the target culture.


4.13: Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is used.


**III. COMPARISONS**

**Standard 5: Linguistic Comparisons**

Students will demonstrate an understanding of the nature of language through composition of the language studied with their own.

**STAGE 1:** Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:

5.1: Ask and answer questions regarding similar/different phonetic/writing systems used in the target language.

*Level One: 10.*

5.2: Give examples of ways in which the target language differs from/is similar to English.

5.3: Give examples of borrowed and loan words.


5.4: Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics.


**STAGE 2:** Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

5.5: Compare, contrast, and exchange views on an aspect of the target language.


5.6: Identify words in the target language that are used frequently in English.

**Level One:** 12, 15, 33, 70, 77, 78, 93, 169, 213, 241, 253, 258, 266, 268, 269, 293, 299, 315, 316, 331.

5.7: Analyze how idiomatic expressions work in both languages.

**Level One:** 72, 73, 84, 85, 107, 160, 161, 162, 172, 190, 229, 230, 231, 232, 233, 256, 263, 264, 266, 280, 370, 371, 432, 433

5.8: Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry.

**Level One:** 396-397.

5.9: Recognize grammatical categories such as tense, gender, and agreement in the target language and English.

**Level One:** 23, 27, 28, 29, 62, 64, 72, 73, 85, 86, 87, 101, 102, 110, 111, 136, 137, 138, 139, 148, 149, 150, 160, 161, 162, 176, 177, 179, 180, 190, 202, 203, 204, 205, 220, 221, 222, 229, 230, 231, 233, 234, 243, 244, 245, 260, 261, 262, 263, 310, 311, 322, 323, 324, 343, 344, 345, 346, 355, 356, 394.

5.10: Give examples of words or word parts from the target language that have been adopted into the English language.


5.11: Analyze differences and similarities between the writing systems of both languages.

**Level One:** 23, 27, 28, 29, 62, 64, 72, 73, 85, 86, 87, 101, 102, 110, 111, 136, 137, 138, 139, 148, 149, 150, 160, 161, 162, 176, 177, 179, 180, 190, 202, 203, 204, 205, 220, 221, 222, 229, 230, 231, 233, 234, 243, 244, 245, 260, 261, 262, 263, 310, 311, 322, 323, 324, 343, 344, 345, 346, 355, 356, 394.
Standard 6: Cultural Comparisons
Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.

STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:

6.1: Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions.


6.2: Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture.


6.3: Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own.


6.4: Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture.


STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

6.5: Compare, contrast, and exchange views on an aspect of the target culture.


6.6: Discuss basic needs of people for food, clothing, and shelter and compare how they have been met in various cultures.


6.7: Compare and contrast examples of music, visual arts, dance and theatre from the target culture with examples from their own culture.

6.8: Compare, contrast, and report on cultural traditions and celebrations.


6.9: Compare folktales from the target culture and the students’ own culture.

*Level One:* 425.

**CONNECTIONS**

**Standard 7: Connections**

Students of modern languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.

**STAGE 1:** Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

7.1: Obtain information and knowledge related to other disciplines from sources in the target language.

- Examples of this include:
  - Obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using this information to achieve the learning standards from the Geography Strand of the History and Social Science Framework;
  - Reading age-appropriate authentic fiction and nonfiction from the target culture and analyzing it using the learning standards from the Literature Strand of the English Language Arts Framework;
  - Collecting data and graphing results in the target language in order to achieve the learning standards of the Patterns, Functions, and Relations Strand of the Mathematics Framework.


**STAGE 2:** Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

7.2: Obtain information and knowledge related to other disciplines from sources in the target language.

- Examples of this include:
  - Obtaining political and economic information from newspapers, other print sources, and interactive CD-ROMs in the target language and using this information to achieve the learning standards of the Civics and Government and Economics Strands of the History and Social Science Framework;
  - Gathering demographic information from the target culture and applying the learning standards from the Statistics and Probability Strand of the Mathematics Framework to its analysis;
  - Learning song lyrics written in the target language and applying the learning standards for singing the Arts Framework and the Language Strand of the English Language Arts Framework when discussing the meaning of the lyrics.
COMMUNITIES

Standard 8: Communities
Students will use languages other than English within and beyond the school settings.

STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

8.1: Apply knowledge of the target language and culture beyond the classroom setting.
   ➢ Examples of this include:
     ➢ Conversing with speakers of the target language.
     ➢ Reading and writing e-mail or letters.
     ➢ Making and exchanging drawings or photographs, and discussing them orally or in letters or e-mail with students in another community in Massachusetts, the United States, or another country.


STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

8.2: Apply knowledge of the target language and culture beyond the classroom setting.
   ➢ Examples of this include:
     ➢ Conversing with speakers of the target language.
     ➢ Reading and writing e-mail or letters.
     ➢ Making and exchanging videotapes, newsletters, photographs, and artwork and discussing them orally or in letters or e-mail with students in another community in Massachusetts, the United States, or another country.

C’est à toi! (Level Two)
Grade 10

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  - Test Generator on CD-ROM
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  - Videos
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- Internet Resource Center

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I. COMMUNICATION

Standard 1: Interpersonal Communication
Students of modern language will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.
STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

1.1: Greet and respond to greetings.
Refer to Level One Question 1.1.

1.2: Introduce and respond to introductions.
Refer to Level One Question 1.2.

1.3: Ask and answer questions.


1.4: Make and respond to requests.


1.5 Exchange information and knowledge.


1.6: Express likes and dislikes.


1.7: Express needs and emotions.

STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

1.8: Perform Stage 1 Learning Standards.

Refer to answers 1.1 through 1.7.

1.9: Ask and respond to questions to clarify information.

Level Two: 223, 256, 271, 297, 373, 411, 436, 448.

1.10: Exchange opinions about people, activities, or events.


1.11: Discuss class reading.


STAGE 3: Using sentence, strings of sentences, fluid sentence-length and paragraph-length message with some patterns of errors that do not interfere with meaning, students will:

1.12: Perform Stage 1 and Stage 2 Learning Standards.

Refer to answers 1.1 through 1.11.

1.13: Suggest possible solutions to a problem.

Level Two: 201, 212, 216, 422, 434, 447, 450.

1.14: Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint.


1.15: Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.

Standard 2: Interpretive Communication
Students will understand and interpret ideas and information written or spoken in a language other than English.

STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

2.1 Follow directions.


2.2: Understand some ideas and familiar details.


2.3: Obtain information and knowledge.


2.4: Read or listen to and interpret signs, simple stories, poems, and informational texts.


STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

2.5: Perform Stage 1 Learning Standards.

Refer to answers 2.1 through 2.10.

2.6: Follow directions such as for a recipe, a word maze, or a logic problem.

Level Two: 124, 321, 379.

2.7: Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures.

2.8: Understand important ideas and details in highly contextualized authentic and adapted texts.


2.9: Understand learned expressions, sentences, questions, and polite commands in messages.


2.10: Identify themes in fictional and nonfictional works and relate them to personal experiences.


**STAGE 3:** Using sentence, strings of sentences, fluid sentence-length and paragraph-length message with some patterns of errors that do not interfere with meaning, students will:

2.11: Perform Stage 1 and Stage 2 Learning Standards.

*Refer to answers 2.1 through 2.10.*

2.12: Read articles in a magazine, journal, or newspaper and understand main ideas.

*Level Two: 30, 76, 122, 164, 205, 245, 252, 269, 282, 311, 320, 324, 358, 396, 435.*

2.13: Read a literary text and understand the theme, characters, and setting.


2.14: Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target literature.


2.15: Comprehend narration in present, past, and future.

2.16: Identify and understand feelings and emotions.


2.17: Comprehend audio and video texts.

_Refer to Video and Audiocassette/CD programs._

2.18: Understand telephone conversations or written correspondence.


**Standard 3: Presentational Communication**

Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.

**STAGE 1:** Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

3.1: Express opinions and ideas.


3.2: Express needs and emotions.


3.3: Express agreement and disagreement.


3.4: Describe people, places, and things.


3.5: Write lists and short notes.


3.6: Present information in a brief report.

_Level Two:_ 17, 25, 44, 72, 90, 92, 177, 180, 232, 256, 277, 293, 298, 317, 331, 332, 334, 347, 354, 366, 393, 441, 445, 450.
STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

3.7: Perform Stage 1 Learning Standards.

Refer to answers 3.1 through 3.6.

3.8: Write simple paragraphs.


3.9: Write greeting cards, notes, letters and e-mails.


3.10: Describe elements of stories such as characters, events, and settings.


3.11: Give presentations on planned activities or on cultural topics.

*Level Two:* 40, 72, 90, 151, 202, 216, 241, 422.

STAGE 3: Using sentence, strings of sentences, fluid sentence-length and paragraph-length message with some patterns of errors that do not interfere with meaning, students will:

3.12: Perform Stage 1 and Stage 2 Learning Standards.

Refer to answers 3.1 through 3.11.

3.13: Develop and present solutions to problems.

*Level Two:* 201, 212, 216, 422, 434, 447, 450.

3.14: State and support opinions to convince or persuade a listener or reader.


3.15: Write letters requesting specific information.


3.16: Write e-mail correspondence with peers to compare and contrast interests.

*E-mail addresses of a variety agencies available on pages TE44-TE46.*
3.17: Write reviews about a story, play movie, or other form of literature.

*Level Two: 202.*

**II. CULTURES**

**Standard 4: Cultures**

*Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.*

**STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:**

4.1: Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.

*Refer to Level One questions 1.1 and 1.2.*

4.2: Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations.


4.3: Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs.

*Level Two: 63, 64, 65, 73-75, 196, 197, 198, 201.*

4.4: Identify distinctive cultural products of the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments.


4.5: Identify distinctive contributions made by people in the target culture.


4.6: Demonstrate knowledge of artistic expressions in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics.

*Level Two: 63, 64, 65, 73-75, 92, 112, 253, 328, 398, 399, 406, 412.*

4.7: Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities, and climate on maps.

STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

4.8: Identify patterns of social behavior that are typical of the target culture.

*Level Two: 3, 110, 163, 197, 198, 202-204, 208, 242.*

4.9: Interact appropriately in social and cultural activities, such as exchanges in a restaurant, at a bus stop, in a store, or in a classroom.


4.10: Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture.

*Level Two: 63, 64, 65, 73-75, 196, 197, 198, 201.*

4.11: Identify historical and/or cultural figures from the target culture and describe their contributions.


4.12: Identify, place in chronological order, and describe the significance of important historical events in the target culture.


4.13: Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is used.


STAGE 3: Using sentence, strings of sentences, fluid sentence-length and paragraph-length message with frequency of errors proportionate to the complexity of the communicative task, students will:

4.14: Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives.

*Level Two: 3, 26, 28, 110, 163, 167, 197, 198, 202-204, 208, 242.*

4.15: Identify and use verbal and non-verbal cues appropriate to the target culture in a variety of situations.

4.16: Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture.

*Level Two: 63, 64, 65, 73-75, 196, 197, 198, 201.*

4.17: Identify cultural characteristics in literature, popular periodicals, music, theatre, visual arts, commercials, films, and videos and relate these to the language and perspectives of the target culture.

*Level Two: 63, 64, 65, 73-75, 196, 197, 198, 201.*

4.18: Identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture’s perspectives.


4.19: Describe the relationship between social establishments such as schools, relationships, governments, and the perspectives of the target culture.


**III. COMPARISONS**

**Standard 5: Linguistic Comparisons**

*Students will demonstrate an understanding of the nature of language through composition of the language studied with their own.*

**STAGE 1:** Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:

5.1: Ask and answer questions regarding similar/different phonetic/writing systems used in the target language.


5.2: Give examples of ways in which the target language differs from/is similar to English.

*Level Two: 4, 5, 6, 7, 36, 37, 38, 57, 58, 68, 69, 81, 103, 104, 105, 112, 114, 169, 170, 171, 188, 190, 227, 229, 237, 287, 289, 312, 3113, 314, 325, 326, 345, 352, 353, 354, 362, 427, 429. See also Video programs and listen to Audio programs.*
5.3: Give examples of borrowed and loan words.


5.4: Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics.

*Level Two:* 44, 265.

**STAGE 2:** Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

5.5: Compare, contrast, and exchange views on an aspect of the target language.

*Level Two:* 26-29, 73, 151, 202-204, 286, 355, 360.

5.6: Identify words in the target language that are used frequently in English.

*Level Two:* 3, 29, 119, 123, 126, 141, 162, 202, 204, 318, 335.

5.7: Analyze how idiomatic expressions work in both languages.


5.8: Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry.

*Level Two:* 253, 328, 406.

5.9: Recognize grammatical categories such as tense, gender, and agreement in the target language and English.


5.10: Give examples of words or word parts from the target language that have been adopted into the English language.

*Level Two:* 3, 29, 119, 123, 126, 141, 162, 202, 204, 318, 335.

5.11: Analyze differences and similarities between the writing systems of both languages.


**STAGE 3:** Using sentence, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, students will:

5.12: Respond to, compare, and discuss the effects of sound, meter, and rhythm in poetry in the target language and in English.

*Level Two:* 253, 328, 406.
5.13: Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language.

Level Two: 30, 76, 122, 164, 205, 245, 252, 269, 282, 311, 320, 324, 358, 396, 435.

5.14: Discuss and analyze idiomatic expressions in the target language.


Standard 6: Cultural Comparisons
Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.

STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will:

6.1: Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions.

Level Two: 30, 76, 122, 164, 205, 245, 252, 269, 282, 311, 320, 324, 358, 396, 435.

6.2: Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture.


6.3: Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own.


6.4: Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture.


STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will:

6.5: Compare, contrast, and exchange views on an aspect of the target culture.

Level Two: 26-29, 73, 151, 202-204, 286, 355, 360.

6.6: Discuss basic needs of people for food, clothing, and shelter and compare how they have been met in various cultures.


6.7: Compare and contrast examples of music, visual arts, dance and theatre from the target culture with examples from their own culture.

Level Two: 63, 64, 65, 73-75, 92, 112, 163, 217, 242, 253, 328, 355, 360, 368, 398, 399, 406, 412.
6.8: Compare, contrast, and report on cultural traditions and celebrations.


6.9: Compare folktales from the target culture and the students’ own culture.

*Level Two: 355.*

**STAGE 3: Using sentence, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, students will:**

6.10: Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students’ own culture(s).

*Level Two: 13, 90, 127, 149, 151, 155, 172, 309, 324, 352, 355, 357, 380, 408, 417, 422, 433, 434.*

6.11: Compare and contrast graphic and statistical information such as population and income of the target culture with similar information about the United States.

N/A

6.12: Analyze examples of how authors in the target culture view the role of the United States or other countries.


6.13: Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture.

*Level Two: 13, 90, 127, 149, 151, 155, 172, 309, 324, 352, 355, 357, 380, 408, 417, 422, 433, 434.*

**CONNECTIONS**

**Standard 7: Connections**

*Students of modern languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.*

**STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error, students will:**

7.1: Obtain information and knowledge related to other disciplines from sources in the target language.

- Examples of this include:
  - Obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using this information to achieve the learning standards from the Geography Strand of the History and Social Science Framework;
- Reading age-appropriate authentic fiction and nonfiction from the target culture and analyzing it using the learning standards from the Literature Strand of the English Language Arts Framework;
- Collecting data and graphing results in the target language in order to achieve the learning standards of the Patterns, Functions, and Relations Strand of the Mathematics Framework.


**STAGE 2:** Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

7.2: Obtain information and knowledge related to other disciplines from sources in the target language.
- Examples of this include:
  - Obtaining political and economic information from newspapers, other print sources, and interactive CD-ROMs in the target language and using this information to achieve the learning standards of the Civics and Government and Economics Strands of the History and Social Science Framework;
  - Gathering demographic information from the target culture and applying the learning standards from the Statistics and Probability Strand of the Mathematics Framework to its analysis;
  - Learning song lyrics written in the target language and applying the learning standards for singing the Arts Framework and the Language Strand of the English Language Arts Framework when discussing the meaning of the lyrics.


**STAGE 3:** Using sentence, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will:

7.3: Obtain information and knowledge related to other disciplines from sources in the target language.
- Examples of this include:
  - Collaborating by e-mail with students in the target culture to collect data on ecosystems and using this knowledge in achieving the learning standards of the Domains of Science: Life Sciences Strand of the Science and Technology/Engineering Framework;
  - Comparing examples of literary criticism in the target language and English and applying the learning standards of the Literature Strand of the English Language Arts Framework;
  - Studying videotapes of contemporary and folk dance choreography from the target culture and analyzing them using the learning standards for dance in the Arts Framework.

COMMUNITIES

Standard 8: Communities
Students will use languages other than English within and beyond the school settings.

STAGE 1: Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

8.1: Apply knowledge of the target language and culture beyond the classroom setting.
   - Examples of this include:
   - Conversing with speakers of the target language.
   - Reading and writing e-mail or letters.
   - Making and exchanging drawings or photographs, and discussing them orally or in letters or e-mail with students in another community in Massachusetts, the United States, or another country.


STAGE 2: Using sentence, strings of sentences, and recombination of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will:

8.2: Apply knowledge of the target language and culture beyond the classroom setting.
   - Examples of this include:
   - Conversing with speakers of the target language.
   - Reading and writing e-mail or letters.
   - Making and exchanging videotapes, newsletters, photographs, and artwork and discussing them orally or in letters or e-mail with students in another community in Massachusetts, the United States, or another country.


STAGE 3: Using sentence, strings of sentences, and fluid sentence-length and paragraph-length messages, with frequency of errors proportionate to the complexity of the communicative task, students will:

8.3: Apply knowledge of the target language and culture beyond the classroom setting.
   - Examples of this include:
   - Interviewing one person about his or her occupation or interests;
   - Locating community, state, and national organizations that support the study of languages and cultures and report on their programs and events;
   - Researching and presenting information about a linguistic or cultural group in Massachusetts in the present time.

Correlated Ancillaries: *(described in TE14-TE22 of Annotated Teacher’s Edition)*

- Textbook
- Annotated Teacher’s Edition
- Annotated Teacher’s Edition on CD-ROM
- Workbook
- Workbook Teacher’s Edition
- Grammar and Vocabulary Exercises
- Teacher’s Resource Kit
  - Additional Listening Activities
  - Additional Listening Activities Teacher’s Edition
  - Audiocassettes/CDs with Additional Listening Activities
  - Workbook Teacher’s Edition
  - Audiocassettes/CD Program Manual
  - Program Manager with Daily Lesson Plans
- Audiocassettes/CD Program
  - Audiocassettes/CDs
  - Audiocassettes/CD Program Manual
- Assessment Program: *(described in TE20-TE21)*
  - Lesson Quizzes
  - Lesson Quizzes Teacher’s Edition
  - Unit Tests Booklet
  - Unit Tests Booklet Teacher’s Edition
  - Unit Tests Audiocassettes/CDs
  - Portfolio Assessment with Proficiency Tests
  - Test Generator on CD-ROM
- Video Program
  - Videos
  - Video Manual
- Overhead Transparencies
- Internet Activities
- Internet Resource Center

For a thorough review of the *C’est à toi!* world languages program (student textbook, expansion activities, and correlated ancillaries with icons on each page), view the following pages in the Annotated Teacher’s Edition (textbook or CD-ROM).

**I. COMMUNICATION**

**Standard 1: Interpersonal Communication**

Students of modern language will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.

**STAGE 3:** Using sentence, strings of sentences, fluid sentence-length and paragraph-length message with some patterns of errors that do not interfere with meaning, students will:
1.13: Suggest possible solutions to a problem.


1.14: Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint.


1.15: Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.


STAGE 4: Using sentence, strings of sentences, fluid sentence-length and paragraph-length message with some patterns of errors that do not interfere with meaning, students will:

1.17: Initiate, sustain, and close a conversation.


1.18: Negotiate a compromise.


1.19: Discuss national, international, or current events.


1.20: Exchange opinions on a variety of contemporary or historical topics.


1.21: Use rephrasing, summarize, or elaboration to substantiate opinions or express ideas and emotions.

1.22: Convince and persuade another person to adopt a plan or viewpoint.


1.23: Discuss and analyze literary texts.


Standard 2: Interpretive Communication

Students will understand and interpret ideas and information written or spoken in a language other than English.

STAGE 3: Using sentence, strings of sentences, fluid sentence-length and paragraph-length messages with some patterns of errors that do not interfere with meaning, students will:

2.12: Read articles in a magazine, journal, or newspaper and understand main ideas.


2.13: Read a literary text and understand the theme, characters, and setting.


2.14: Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target literature.


2.15: Comprehend narration in present, past, and future.


2.16: Identify and understand feelings and emotions.


2.17: Comprehend audio and video texts.

Refer to Video and Audiocassette/CD programs.
2.18: Understand telephone conversations or written correspondence.


**STAGE 4**: Using sentence, strings of sentences, fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

2.20: Identify the main points and details in a radio or TV news program.

N/A

2.21: Understand printed or recorded advice and suggestions.


2.22: Analyze the aesthetic qualities of works of poetry, drama, fiction, or film.


2.23: Interpret literature based on evidence from the text.


2.24: Analyze moral/philosophical points presented in literary texts.


**Standard 3: Presentational Communication**

Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.

**STAGE 3**: Using sentence, strings of sentences, fluid sentence-length and paragraph-length messages with some patterns of errors that do not interfere with meaning, students will:

3.13: Develop and present solutions to problems.


3.14: State and support opinions to convince or persuade a listener or reader.

3.15: Write letters requesting specific information.


3.16: Write e-mail correspondence with peers to compare and contrast interests.

*Refer to Internet resources throughout book, see pages* 29, 50, 58, 60, 96, 144, 184, 232, 238, 240, 241, 252, 256, 257, 272, 316, 360, 398, 436.

3.17: Write reviews about a story, play movie, or other form of literature.

*Level Three:* 135, 306.

**STAGE 4:** Using sentence, strings of sentences, fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

3.19: Write journals, letters, stories, and essays.


3.20: Write critiques of books, articles, orations, movies, plays, videos, or CDs from or about the target culture.

*Level Three:* 135, 306.

3.21: Write or prepare an oral or videotaped report about a personal interest.

*Level Three:* 48, 265, 313, 415.

3.22: Recount events in an incident or a reading.


3.23: Narrate in the past, present, and future.

*Level Three:* 72, 117, 138, 248, 249, 310, 394.

II. CULTURES

**Standard 4: Cultures**

*Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.*

**STAGE 3:** Using sentence, strings of sentences, fluid sentence-length and paragraph-length message with frequency of errors proportionate to the complexity of the communicative task, students will:
4.14: Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives.


4.15: Identify and use verbal and non-verbal cues appropriate to the target culture in a variety of situations.


4.16: Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture.


4.17: Identify cultural characteristics in literature, popular periodicals, music, theatre, visual arts, commercials, films, and videos and relate these to the language and perspectives of the target culture.


4.18: Identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture’s perspectives.


4.19: Describe the relationship between social establishments such as schools, relationships, governments, and the perspectives of the target culture.


**STAGE 4:** Using sentence, strings of sentences, fluid sentence-length, paragraph-length, and essay-length messages with frequency of errors proportionate to the complexity of the communicative task, students will:

4.20: Describe the evolution of words, proverbs, and images and discuss how they reflect cultural perspectives.


4.21: Analyze examples of literature, primary source historical documents, music, visual arts, theatre, dance, and other artifacts from target culture(s) and discuss how they reflect individual and cultural perspectives.

4.22: Describe conflicts in points of view within and among cultures and their possible resolutions; and discuss how the conflicts and proposed resolutions reflect cultural and individual perspectives.


4.23: Distinguish among knowledge, informed opinions, uninformed opinions, stereotypes, prejudices, biases, open mindedness, narrow mindedness, and closed mindedness in literature, primary and secondary source documents, mass media, and multimedia presentations about and/or from culture; and discuss how these presentations reflect cultural and individual perspectives.


4.24: Analyze how participants’ accounts of the same events can differ; how historians’ interpretations of events can change over time; and how participants’ and historians’ interpretations of events can reflect individual and cultural perspectives.


III. COMPARISONS

Standard 5: Linguistic Comparisons
Students will demonstrate an understanding of the nature of language through composition of the language studied with their own.

STAGE 3: Using sentence, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, students will:

5.12: Respond to, compare, and discuss the effects of sound, meter, and rhythm in poetry in the target language and in English.

Level Three: 88-89, 90, 266-267.

5.13: Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language.


5.14: Discuss and analyze idiomatic expressions in the target language.

STAGE 4: Using sentence, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages in the target language with some patterns of errors that do not interfere with meaning, students will:

5.15: Compare, contrast, and discuss etymological/linguistic roots of English words from the target language.


5.16: Read and view several literary works (print, film, multimedia) with related themes and compare them.


5.17: Describe a major aspect of the linguistic system of the target language (such as syntax, style, body language, pragmatic, etc.) and compare and contrast this to a comparable aspect of English.


5.18: Describe similarities in themes and details found in narratives of the target language and English.


**Standard 6: Cultural Comparisons**

Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.

STAGE 3: Using sentence, strings of sentences, and fluid sentence-length and paragraph-length messages in the target language with frequency of errors proportionate to the complexity of the communicative task, students will:

6.10: Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students' own culture(s).


6.11: Compare and contrast graphic and statistical information such as population and income of the target culture with similar information about the United States.

6.12: Analyze examples of how authors in the target culture view the role of the United States or other countries.


6.13: Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture.


**STAGE 4:** Using sentence, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages in the target language with some patterns of errors that do not interfere with meaning, students will:

6.14: Compare, contrast, and discuss how a social issue is treated in primary sources in both English and the target language.


6.15: Compare and contrast how international events are or have been reported in the target culture’s media.

**Level Three:** 236-272, 276-313

6.16: Analyze and present how an important event was covered in the media in the target culture and how the United States media covered the same or similar events.

**Level Three:** 236-272, 276-313.

**CONNECTIONS**

**Standard 7: Connections**

Students of modern languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.

**STAGE 3:** Using sentence, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will:

7.3: Obtain information and knowledge related to other disciplines from sources in the target language.

- Examples of this include:
  - Collaborating by e-mail with students in the target culture to collect data on ecosystems and using this knowledge in achieving the learning standards of the Domains of Science: Life Sciences Strand of the Science and Technology/Engineering Framework;
  - Comparing examples of literary criticism in the target language and English and applying the learning standards of the Literature Strand of the English Language Arts Framework;
Studying videotapes of contemporary and folk dance choreography from the target culture and analyzing them using the learning standards for dance in the Arts Framework.


**STAGE 4:** Using sentence, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

7.4: Obtain information and knowledge related to other disciplines from sources in the target language.

Examples of this include:

- Analyzing depictions of mythology by applying the learning standards of the History Strand of the History and Social Science Framework and the Literature Strand of the English Language Arts Framework;
- Learning technical vocabulary in the target language to explain a design project when applying the learning standards of the Technology/Engineering Strand of the Science and Technology/Engineering Framework;
- Researching examples of cultural encounters in history by reading primary source documents from the target culture and analyzing them by using the learning standards of the History Strand of the History and Social Science Framework.


**COMMUNITIES**

**Standard 8: Communities**

Students will use languages other than English within and beyond the school settings.

**STAGE 3:** Using sentence, strings of sentences, and fluid sentence-length and paragraph-length messages, with frequency of errors proportionate to the complexity of the communicative task, students will:

8.3: Apply knowledge of the target language and culture beyond the classroom setting.

Examples of this include:

- Interviewing one person about his or her occupation or interests;
- Locating community, state, and national organizations that support the study of languages and cultures and report on their programs and events;
- Researching and presenting information about a linguistic or cultural group in Massachusetts in the present time.

STAGE 4: Using sentence, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages, with some patterns of errors that do not interfere with meaning, students will:

8.4: Apply knowledge of the target language and culture beyond the classroom setting.

- Examples of this include:
  - Locating speakers or scholars of the target language in the community, region, or state and establishing ongoing communication through correspondence, multiple interviews or conversations, internships, or volunteer activities;
  - Locating newspapers, magazines, newsletters, television or radio stations, or websites that use language other than English and contributing letters, articles, or other materials in the target language;
  - Describing work and volunteer opportunities requiring second language skills in international government relations, international businesses, and international non-profit organizations.