Correlation of

*C’est à toi! Level Two
1st edition, revised

to the

Virginia Standards of Learning for French II

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Correlation for *C’est à toi Level Two ©2002, 1st edition, revised
to the Virginia Standards of Learning
Person-to-Person Communication

FII.1 The student will exchange spoken and written information and ideas in French.

1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.

This objective is addressed throughout the text. See, for example:
pp. 4, 18, 39, 76, 105, 129, 146, 172, 210, 225, 249, 266, 281, 314, 354, 383, 401, 428

2. Give and follow basic instructions and directions in French.

This objective is addressed throughout the text. See, for example:
pp. 3, 65, 80, 111, 164, 189, 212, 245, 271, 291, 313, 325, 350, 361, 383, 400, 419

FII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in French using familiar and recombined phrases and sentences.

1. Participate in brief oral and written exchanges that reflect present as well as past and future time.

This objective is addressed throughout the text. See, for example:

2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

This objective is addressed throughout the text. See, for example:
pp. 38, 39, 42, 59, 69, 72, 82, 84, 85-88, 106, 150, 177, 273, 291, 327, 330, 354

Listening and Reading for Understanding

FII.3 The student will understand basic spoken and written French based on new topics in a familiar context that are presented through a variety of media.

1. Understand main ideas and identify essential details when reading and listening in French.

This objective is addressed throughout the text. See, for example:

2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in French.

This objective is addressed throughout the text. See, for example:
3. Understand and follow simple instructions in consumer and informational materials in French, such as those for following recipes or using computers.

The opportunity to address this objective is available on the following pages:
pp. 3, 15, 32, 53, 63, 79, 99, 110, 125, 155, 164, 186, 197, 224, 248, 310, 323, 350, 360, 388

FII.4 The student will use verbal and non-verbal cues to interpret spoken and written texts in French.

1. Differentiate among increasingly complex statements, questions, and exclamations.

This objective is addressed throughout the text. See, for example:

2. Interpret gestures, body language, and intonation in order to clarify the message.

pp. 44, 90, 137, 177, 216, 256, 295, 332, 372, 409, 447

Oral and Written Presentation

FII.5 The student will present orally and in writing information in French that combines learned as well as original language in simple sentences and paragraphs.

1. Relate with some detail the main ideas from level-appropriate print or non-print materials in French.

This objective is addressed throughout the text. See, for example:

2. Present information in French using structures that reflect present as well as past and future time.

This objective is addressed throughout the text. See, for example:

3. Demonstrate attention to accuracy in intonation and pronunciation when speaking French.

The opportunity to address this objective is available throughout the text. See, for example:
4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.

This objective is addressed throughout the text. See, for example:
pp. 20, 22, 36, 37, 56, 105, 115, 131, 141, 181, 259, 274, 299, 325, 365, 375, 385, 404, 421

FII.6 The student will present rehearsed and unrehearsed material in French including skits, poems, plays, short narratives, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.

The opportunity to address this objective is available throughout the text. See, for example:

2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

This objective is addressed throughout the text. See, for example:
pp. 13, 46, 84, 92, 140, 154, 180, 218, 223, 258, 263, 298, 311, 327, 334, 390, 405, 450

Cultural Perspectives, Practices, and Products

FII.7 The student will demonstrate an understanding of the perspectives, practices, and products of francophone cultures and how they are interrelated.

1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.

The opportunity to address this objective is available throughout the text. See, for example:

2. Identify and discuss patterns of behavior typically associated with francophone cultures, such as observance of business practices and celebration of national holidays.

This objective is addressed throughout the text. See, for example:

3. Examine the influence of the geography of francophone countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.
Making Connections through Language

FIL.8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.

1. Give examples of the influence of the French language and francophone cultures in other subject areas, such as French words used in the English language or contributions of important mathematicians and scientists from francophone countries.

   pp. 15, 26-29, 73-75, 118-121, 161-163, 202-204, 241-244, 272, 317-319, 341, 355-357, 360-361, 393-395

2. Relate information acquired in other subjects to topics discussed in the French class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of francophone countries.

   The opportunity to address this objective is available on the following pages:
Cultural and Linguistic Comparisons

FII.9 The student will demonstrate an understanding of cultural similarities and differences between the francophone world and the United States.

1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
   
   pp. 3, 26-29, 46, 118-121, 140, 202-204, 225

2. Identify similarities and differences of the geography of francophone countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.
   
   The opportunity to address this objective is available on the following pages:

FII.10 The student will develop a better understanding of the English language through the study of French.

1. Recognize critical sound distinctions and intonation in the French and English languages in communicating meaning.

   The opportunity to address this objective is available throughout the text. See, for example:

2. Compare vocabulary usage and structural patterns of French and English.

   The opportunity to address this objective is available throughout the text. See, for example:

3. Use level-appropriate idiomatic expressions in French.

   The opportunity to address this objective is available on the following pages:
Communication across Communities

FII.11 The student will develop and apply French language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Illustrate how the French language and francophone cultures are evident in and through media, entertainment, and technology.

The opportunity to address this objective is available on the following pages:

2. Locate and use French language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge of the francophone world.

pp. TE44-TE46, 46, 73, 92, 140, 180, 218, 258, 298, 334, 374, 412, 450