

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject	Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English	
Course	§114.43. Level V, Intermediate High to Advanced Mid Proficiency (One Credit), Adopted 2014.	
Publisher	Wayside Publishing	
Program Title	APprenons	
Program ISBN	Student Edition 978-1-938026-87-4	Teacher's Edition 978-1-93802-691-1
TEKS Coverage (%)	90.00%	

(a) General requirements.

- (1) Level V can be offered in high school. Students shall be awarded one credit for successful completion of this course. Successful completion of Level IV, achieving an Intermediate Mid to Intermediate High proficiency level in the four skills of listening, reading, writing, and speaking, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.
- (2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(b) Introduction.

- (1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.
- (2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.
 - (A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.
 - (B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.
 - (C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.
- (3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.
- (4) The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principle for describing language performance across all ranges of performance: Novice, Intermediate, Advanced, Superior, and Distinguished.
 - (A) The interpersonal mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
 - (B) The interpretive mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
 - (C) The presentational mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
- (5) All student expectations and modes of communication are aligned with and address the ACTFL National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.
- (6) Students will perform on the Intermediate High to Advanced Mid proficiency level as described by the ACTFL Proficiency Guidelines 2012.
 - (A) The Intermediate High to Advanced Mid student communicates in a language other than English using all three modes and all four skills.
 - (B) By the end of Level V, students of logographic languages should perform on an Intermediate Mid to Intermediate High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate High to Advanced Low proficiency level.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(A) engage in conversations with generally consistent use of register in all time frames	(i) engage in conversations with generally consistent use of register in all time frames	Student/Teacher	Narrative	978-1-938026-87-4	497-498	both full pages
			Student/Teacher	Activity	978-1-938026-87-4	26	full page and Learning Site CH0, Leçon 2, Interpersonal Speaking: Conversation
			Student/Teacher	Activity	978-1-938026-87-4	40	full page and Learning site CH0, Leçon 3, Interpersonal Speaking: Conversation
			Student/Teacher	Activity	978-1-938026-87-4	72	full page and Learning Site, CH1, Leçon 2, Interpersonal Speaking: Conversation
			Student/Teacher	Activity	978-1-938026-87-4	88	full page and Learning Site, CH1, Leçon 3, Interpersonal Speaking: Conversation

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	497-498	both full pages
			Teacher Only	Activity	978-1-93802-691-1	26	full page and Learning Site CH0, Leçon 2, Interpersonal Speaking: Conversation
			Teacher Only	Activity	978-1-93802-691-1	40	full page and Learning site CH0, Leçon 3, Interpersonal Speaking: Conversation
			Teacher Only	Activity	978-1-93802-691-1	72	full page and Learning Site, CH1, Leçon 2, Interpersonal Speaking: Conversation
			Teacher Only	Activity	978-1-93802-691-1	88	full page and Learning Site, CH1, Leçon 3, Interpersonal Speaking: Conversation
(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	B) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	118	full page and Learning Site CH2, Leçon 2, Interpersonal Speaking: Conversation
			Student/Teacher	Activity	978-1-938026-87-4	134	full page and Learning Site CH2, Leçon 3, Interpersonal Speaking: Conversation
			Student/Teacher	Activity	978-1-938026-87-4	168	full page and Learning Site CH3, Leçon 2, Interpersonal Speaking: Conversation
			Student/Teacher	Activity	978-1-938026-87-4	184	full page and Learning Site CH3, Leçon 3, Interpersonal Speaking: Conversation
			Student/Teacher	Activity	978-1-938026-87-4	214	full page and Learning Site CH4, Leçon 2, Interpersonal Speaking: Conversation
			Teacher Only	Narrative	978-1-93802-691-1	118	full page and Learning Site CH2, Leçon 2, Interpersonal Speaking: Conversation
			Teacher Only	Activity	978-1-93802-691-1	134	full page and Learning Site CH2, Leçon 3, Interpersonal Speaking: Conversation
			Teacher Only	Activity	978-1-93802-691-1	168	full page and Learning Site CH3, Leçon 2, Interpersonal Speaking: Conversation
			Teacher Only	Activity	978-1-93802-691-1	184	full page and Learning Site CH3, Leçon 3, Interpersonal Speaking: Conversation
			Teacher Only	Activity	978-1-93802-691-1	214	full page and Learning Site CH4, Leçon 2, Interpersonal Speaking: Conversation
(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature	(i) write with generally consistent use of register items	Student/Teacher	Narrative	978-1-938026-87-4	487-490	all full pages
			Student/Teacher	Activity	978-1-938026-87-4	160-161	full pages and Learning Site CH3, Leçon 2, Interpersonal Writing: E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	178-179	full pages and Learning Site CH3, Leçon 3, Interpersonal Writing: E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	208-29	full pages and Learning Site CH4, Leçon 2, Interpersonal Writing: E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	224-225	full pages and Learning Site CH4, Leçon 3, Interpersonal Writing: E-mail Reply

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	487-490	all full pages
			Teacher Only	Activity	978-1-93802-691-1	160-161	full pages and Learning Site CH3, Leçon 2, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	178-179	full pages and Learning Site CH3, Leçon 3, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	208-29	full pages and Learning Site CH4, Leçon 2, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	224-225	full pages and Learning Site CH4, Leçon 3, Interpersonal Writing; E-mail Reply
(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature	(i) write in all time frames items	Student/Teacher	Narrative	978-1-938026-87-4	254-255	full pages and Learning Site CH5, Leçon 2, Interpersonal Writing; E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	270-271	full pages and Learning Site CH5, Leçon 3, Interpersonal Writing; E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	308-309	full pages and Learning Site CH5, Leçon 2, Interpersonal Writing; E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	324-325	full pages and Learning Site CH6, Leçon 3, Interpersonal Writing; E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	358-359	full pages and Learning Site CH6, Leçon 2, Interpersonal Writing; E-mail Reply
			Teacher Only	Narrative	978-1-93802-691-1	254-255	full pages and Learning Site CH5, Leçon 2, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	270-271	full pages and Learning Site CH5, Leçon 3, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	308-309	full pages and Learning Site CH5, Leçon 2, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	324-325	full pages and Learning Site CH6, Leçon 3, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	358-359	full pages and Learning Site CH6, Leçon 2, Interpersonal Writing; E-mail Reply
(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(D) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	376-377	full pages and Learning Site CH7, Leçon 3, Interpersonal Writing; E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	408-409	full pages and Learning Site CH8, Leçon 2, Interpersonal Writing; E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	422-423	full pages and Learning Site CH8, Leçon 3, Interpersonal Writing; E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	454-455	full pages and Learning Site, CH9, Leçon 2, Interpersonal Writing; E-mail Reply
			Student/Teacher	Activity	978-1-938026-87-4	468-469	full pages and Learning Site CH9, Leçon 3, Interpersonal Writing; E-mail Reply

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	376-377	full pages and Learning Site CH7, Leçon 3, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	408-409	full pages and Learning Site CH8, Leçon 2, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	422-423	full pages and Learning Site CH8, Leçon 3, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	454-455	full pages and Learning Site, CH9, Leçon 2, Interpersonal Writing; E-mail Reply
			Teacher Only	Activity	978-1-93802-691-1	468-469	full pages and Learning Site CH9, Leçon 3, Interpersonal Writing; E-mail Reply
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) read information from a variety of authentic print resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	77-79	full pages and Learning Site, CH1, Leçon 3, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	114-115	full pages and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	350	full page
			Student/Teacher	Activity	978-1-938026-87-4	398-400	full pages and Learning Site, CH8, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Narrative	978-1-93802-691-1	77-79	full pages and Learning Site, CH1, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	114-115	full pages and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	350	full page
			Teacher Only	Activity	978-1-93802-691-1	398-400	full pages and Learning Site, CH8, Leçon 2, Interpretive Communication: Print Texts
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) read information from a variety of authentic print resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	74-75	full pages and Learning Site CH1, Leçon 3, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	368-371	full pages and Learning Site CH7, Leçon 3, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	390-391	full page of p. 390, top half of page on 391
			Student/Teacher	Activity	978-1-938026-87-4	398-400	full pages and Learning Site CH8, Leçon 2, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	462-463	full pages and Learning Site CH9, Leçon 3, Interpretive Communication: Print Texts

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	74-75	full pages and Learning Site CH1, Leçon 3, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	368-371	full pages and Learning Site CH7, Leçon 3, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	390-391	full page of p. 390, top half of page on 391
			Teacher Only	Activity	978-1-93802-691-1	398-400	full pages and Learning Site CH8, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	462-463	full pages and Learning Site CH9, Leçon 3, Interpretive Communication: Print Texts
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) read information from a variety of authentic print resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	28-29	full pages and Learning Site CH0, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	30-31	full pages and Learning Site CH0, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	84-85	full pages and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	28-29	full pages and Learning Site CH0, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	30-31	full pages and Learning Site CH0, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	84-85	full pages and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) read information from a variety of authentic electronic resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	14-15	full pages and Learning Site CH0, Leçon 2, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	16-17	full pages and Learning Site CH0, Leçon 2, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	60-61	full pages and Learning Site CH1, Leçon 2, Interpretive Communication: Print and Audio Texts

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	14-15	full pages and Learning Site CH0, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	16-17	full pages and Learning Site CH0, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	60-61	full pages and Learning Site CH1, Leçon 2, Interpretive Communication: Print and Audio Texts
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) read information from a variety of authentic electronic resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	446	full page
			Student/Teacher	Activity	978-1-938026-87-4	450-451	full pages and Learning Site CH9, Leçon 2, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	464-465	full pages and Learning Site CH9, Leçon 3, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	446	full page
			Teacher Only	Activity	978-1-93802-691-1	450-451	full pages and Learning Site CH9, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	464-465	full pages and Learning Site CH9, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) read information from a variety of authentic electronic resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	84-85	full pages and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	124-125	full pages and Learning Site CH2, Leçon 3, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	304-305	full pages and Learning Site CH 6, Leçon 2, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	310-313	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	424-427	full pages and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	84-85	full pages and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	124-125	full pages and Learning Site CH2, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	304-305	full pages and Learning Site CH 6, Leçon 2, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	310-313	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	424-427	full pages and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) analyze information from a variety of authentic print resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	14-15	full pages and Learning Site CH0, Leçon 2, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	16-17	full pages and Learning Site CH0, Leçon 2, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	60-61	full pages and Learning Site CH1, Leçon 2, Interpretive Communication: Print and Audio Texts
			Teacher Only	Narrative	978-1-93802-691-1	14-15	full pages and Learning Site CH0, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	16-17	full pages and Learning Site CH0, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	60-61	full pages and Learning Site CH1, Leçon 2, Interpretive Communication: Print and Audio Texts
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) analyze information from a variety of authentic print resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	446	full page
			Student/Teacher	Activity	978-1-938026-87-4	450-451	full pages and Learning Site CH9, Leçon 2, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	464-465	full pages and Learning Site CH9, Leçon 3, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	446	full page
			Teacher Only	Activity	978-1-93802-691-1	450-451	full pages and Learning Site CH9, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	464-465	full pages and Learning Site CH9, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) analyze information from a variety of authentic print resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	28-29	full pages and Learning Site CH0, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	30-31	full pages and Learning Site CH0, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	84-85	full pages and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	28-29	full pages and Learning Site CH0, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	30-31	full pages and Learning Site CH0, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	84-85	full pages and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) analyze information from a variety of authentic electronic resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	36-37	full pages and Learning CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	84-85	full pages and Learning Site CH1, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	130-131	full pages and Learning Site CH2, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	36-37	full pages and Learning CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	84-85	full pages and Learning Site CH1, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	130-131	full pages and Learning Site CH2, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) analyze information from a variety of authentic electronic resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	256-257	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	272-273	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	310-313	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	326-329	full pages and Learning Site CH6, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	256-257	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	272-273	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	310-313	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	326-329	full pages and Learning Site CH6, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) analyze information from a variety of authentic electronic resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	84-85	full pages and Learning Site CH1, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	310-313	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	424-427	full pages and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	84-85	full pages and Learning Site CH1, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	310-313	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	424-427	full pages and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(i) compare [and] contrast cultural practices from authentic print resources	Student/Teacher	Narrative	978-1-938026-87-4	180-181	full pages and Learning Site CH3, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	256-257	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	272-273	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	180-181	full pages and Learning Site CH3, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	210-211	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	256-257	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	272-273	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(ii) compare [and] contrast cultural practices from authentic electronic resources	Student/Teacher	Narrative	978-1-938026-87-4	378-379	full pages and Learning Site CH7, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	410-411	full pages and Learning Site CH8, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	424-427	full pages and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	378-379	full pages and Learning Site CH7, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	410-411	full pages and Learning Site CH8, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	424-427	full pages and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(iii) compare [and] contrast cultural perspectives from authentic print resources	Student/Teacher	Narrative	978-1-938026-87-4	446	full page
			Student/Teacher	Activity	978-1-938026-87-4	450-451	full pages and Learning Site CH9, Leçon 2, Interpretive Communication: Print Texts
			Student/Teacher	Activity	978-1-938026-87-4	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	464-465	full pages and Learning Site CH9, Leçon 3, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	446	full page
			Teacher Only	Activity	978-1-93802-691-1	450-451	full pages and Learning Site CH9, Leçon 2, Interpretive Communication: Print Texts
			Teacher Only	Activity	978-1-93802-691-1	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	464-465	full pages and Learning Site CH9, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(iv) compare [and] contrast cultural perspectives from authentic electronic resources	Student/Teacher	Narrative	978-1-938026-87-4	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	36-37	full pages and Learning CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	84-85	full pages and Learning Site CH1, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	130-131	full pages and Learning Site CH2, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	84-85	full pages and Learning Site CH1, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	130-131	full pages and Learning Site CH2, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(v) analyze cultural practices from authentic print resources	Student/Teacher	Narrative	978-1-938026-87-4	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	66-69	full pages and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	84-85	full pages and Learning Site CH1, Leçon 3 Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	114-115	full pages and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	22-23	full pages and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	66-69	full pages and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	84-85	full pages and Learning Site CH1, Leçon 3 Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	114-115	full pages and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(vi) analyze cultural practices from authentic electronic resources	Student/Teacher	Narrative	978-1-938026-87-4	378-379	full pages and Learning Site CH7, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	410-411	full pages and Learning Site CH8, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	424-427	full pages and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	378-379	full pages and Learning Site CH7, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	410-411	full pages and Learning Site CH8, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	424-427	full pages and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	470-471	full pages and Learning Site CH9, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(vii) analyze cultural perspectives from authentic print resources	Student/Teacher	Narrative	978-1-938026-87-4	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	84-85	full pages and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	130-131	full pages and Learning Site CH2, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	272-273	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	36-37	full pages and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	84-85	full pages and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	130-131	full pages and Learning Site CH2, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	226-229	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	272-273	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(viii) analyze cultural perspectives from authentic electronic resources	Student/Teacher	Narrative	978-1-938026-87-4	310-313	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	326-329	full pages and Learning Site CH6, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	378-379	full pages and Learning Site CH7, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	410-411	full pages and Learning Site CH8, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	310-313	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	326-329	full pages and Learning Site CH6, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	378-379	full pages and Learning Site CH7, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	410-411	full pages and Learning Site CH8, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	456-457	full pages and Learning Site CH9, Leçon 2, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) listen to information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	18	full page and Learning Site CH0, Leçon 2, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	19	full page and Learning Site CH0, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	32	full page and Learning Site CH0, Leçon 3, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	63	full page and Learning Site CH1, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	80	full page and Learning Site CH1, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Narrative	978-1-93802-691-1	18	full page and Learning Site CH0, Leçon 2, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	19	full page and Learning Site CH0, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	32	full page and Learning Site CH0, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	63	full page and Learning Site CH1, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	80	full page and Learning Site CH1, Leçon 3, Interpretive Communication: Print and Audio Texts
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	81	full page and Learning Site CH1, Leçon 3, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	110	full page and Learning Site CH2, Leçon 2, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	111	full page and Learning Site CH2, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	126	full page and Learning Site CH2, Leçon 3, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	127	full page and Learning Site CH2, Leçon 3, Interpretive Communication: Audio Texts

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	81	full page and Learning Site CH1, Leçon 3, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	110	full page and Learning Site CH2, Leçon 2, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	111	full page and Learning Site CH2, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	126	full page and Learning Site CH2, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	127	full page and Learning Site CH2, Leçon 3, Interpretive Communication: Audio Texts
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	96	ex. 1 and Learning Site, CH2, Leçon 1, p. 96, ex. 1
			Student/Teacher	Activity	978-1-938026-87-4	201	ex. 7 and Learning Site CH4, Leçon 1, p. 201, ex. 7
			Student/Teacher	Activity	978-1-938026-87-4	62	full page and Learning Site CH1, Leçon 2, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	323	full page and Learning Site CH6, Leçon 3, Interpretive Communication: Audio Texts
			Student/Teacher				
			Teacher Only	Narrative	978-1-93802-691-1	96	ex. 1 and Learning Site, CH2, Leçon 1, p. 96, ex. 1
			Teacher Only	Activity	978-1-93802-691-1	201	ex. 7 and Learning Site CH4, Leçon 1, p. 201, ex. 7
			Teacher Only	Activity	978-1-93802-691-1	62	full page and Learning Site CH1, Leçon 2, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	323	full page and Learning Site CH6, Leçon 3, Interpretive Communication: Audio Texts
			Teacher Only				
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only				
			Teacher Only				
			Teacher Only				
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) analyze information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	429	full page and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay (audio passage)
			Student/Teacher	Activity	978-1-938026-87-4	453	full page and Learning Site CH9, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	466	full page and Learning Site CH8, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	429	full page and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay (audio passage)
			Teacher Only	Activity	978-1-93802-691-1	453	full page and Learning Site CH9, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	466	full page and Learning Site CH8, Leçon 3, Interpretive Communication: Print and Audio Texts
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) analyze information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	429	full page and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay (audio passage)
			Student/Teacher	Activity	978-1-938026-87-4	453	full page and Learning Site CH9, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	466	full page and Learning Site CH8, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	429	full page and Learning Site CH8, Leçon 3, Presentational Writing: Persuasive Essay (audio passage)
			Teacher Only	Activity	978-1-93802-691-1	453	full page and Learning Site CH9, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	466	full page and Learning Site CH8, Leçon 3, Interpretive Communication: Print and Audio Texts
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) analyze information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	306	full page and Learning Site CH6, Leçon 2, Interpretive Communication: Print and Audio Texts

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	978-1-938026-87-4	322	full page and Learning Site CH6, Leçon 3, Interpretive Communication: Print and Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	467	full page and Learning Site CH9, Leçon 3, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4	473	full page and Learning Site CH9, Presentational Writing: Persuasive Essay (audio passage)
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	306	full page and Learning Site CH6, Leçon 2, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	322	full page and Learning Site CH6, Leçon 3, Interpretive Communication: Print and Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	467	full page and Learning Site CH9, Leçon 3, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1	473	full page and Learning Site CH9, Presentational Writing: Persuasive Essay (audio passage)
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) analyze information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(i) compare [and] contrast cultural practices from authentic audio resources	Student/Teacher	Narrative	978-1-938026-87-4	25	full page and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	39	full page and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	71	full page and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	87	full page and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	117	full page and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	25	full page and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	39	full page and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	71	full page and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	87	full page and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Activity	978-1-93802-691-1	117	full page and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(ii) compare [and] contrast cultural practices from authentic audiovisual resources	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(iii) compare [and] contrast cultural perspectives from authentic audio resources	Student/Teacher	Narrative	978-1-938026-87-4	25	full page and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	39	full page and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	71	full page and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	87	full page and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	117	full page and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	25	full page and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	39	full page and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	71	full page and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	87	full page and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	117	full page and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(iv) compare [and] contrast cultural and perspectives from authentic audiovisual resources	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(v) analyze cultural practices from authentic audio resources	Student/Teacher	Narrative	978-1-938026-87-4	25	full page and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	39	full page and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	71	full page and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	87	full page and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	117	full page and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	25	full page and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	39	full page and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	71	full page and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	87	full page and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	117	full page and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(vi) analyze cultural practices from authentic audiovisual resources	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(vii) analyze cultural perspectives from authentic audio resources	Student/Teacher	Narrative	978-1-938026-87-4	25	full page and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	39	full page and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	71	full page and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	87	full page and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	117	full page and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	25	full page and Learning Site CH0, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	39	full page and Learning Site CH0, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	71	full page and Learning Site CH1, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	87	full page and Learning Site CH1, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	117	full page and Learning Site CH2, Leçon 2, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(viii) analyze cultural perspectives from authentic audiovisual resources	Student/Teacher	Narrative	978-1-938026-87-4	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Student/Teacher	Activity	978-1-938026-87-4	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Student/Teacher	Activity	978-1-938026-87-4		
			Teacher Only	Narrative	978-1-93802-691-1	294	ex. 3 and Learning Site CH6, Leçon 1, p. 294, ex. 3
			Teacher Only	Activity	978-1-93802-691-1	407	full page and Learning Site CH8, Leçon 2, Interpretive Communication: Audio Texts
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
			Teacher Only	Activity	978-1-93802-691-1		
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Narrative	978-1-93802-691-1	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Narrative	978-1-93802-691-1	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Narrative	978-1-93802-691-1	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location			
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Narrative	978-1-93802-691-1	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
			(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
Student/Teacher	Activity	978-1-938026-87-4				415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Narrative	978-1-93802-691-1				317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location			
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vi) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Narrative	978-1-93802-691-1	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
			<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
Student/Teacher	Activity	978-1-938026-87-4				415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Narrative	978-1-93802-691-1				317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location			
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Narrative	978-1-93802-691-1	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
			(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
Student/Teacher	Activity	978-1-938026-87-4				415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Narrative	978-1-93802-691-1				317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location			
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(x) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
			Student/Teacher	Activity	978-1-938026-87-4	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Narrative	978-1-93802-691-1	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
			Teacher Only	Activity	978-1-93802-691-1	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
			<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(xi) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
						Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
Student/Teacher	Activity	978-1-938026-87-4				415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Narrative	978-1-93802-691-1				317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison			
Teacher Only	Activity	978-1-93802-691-1				415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
			Student/Teacher	Activity	978-1-938026-87-4	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Narrative	978-1-93802-691-1	317	full page and Learning Site CH6, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	333	full page and Learning Site CH6, Leçon 3, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	367	full page and Learning Site CH7, Leçon 2, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	383	full page and Learning Site CH7, Leçon 3, Presentational Speaking: Cultural Comparison
			Teacher Only	Activity	978-1-93802-691-1	415	full page and Learning Site CH8, Leçon 2, Presentational Speaking: Cultural Comparison
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location			
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to express topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay			
			Student/Teacher	Activity	978-1-938026-87-4	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay			
			Student/Teacher	Activity	978-1-938026-87-4	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay			
			Student/Teacher	Activity	978-1-938026-87-4	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay			
			Student/Teacher	Activity	978-1-938026-87-4	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay			
			Teacher Only	Narrative	978-1-93802-691-1	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay			
			Teacher Only	Activity	978-1-93802-691-1	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay			
			Teacher Only	Activity	978-1-93802-691-1	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay			
			Teacher Only	Activity	978-1-93802-691-1	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay			
			Teacher Only	Activity	978-1-93802-691-1	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay			
			(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
						Student/Teacher	Activity	978-1-938026-87-4	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
						Student/Teacher	Activity	978-1-938026-87-4	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
Student/Teacher	Activity	978-1-938026-87-4				272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay			
Student/Teacher	Activity	978-1-938026-87-4				310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay			
Teacher Only	Narrative	978-1-93802-691-1				210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay			
Teacher Only	Activity	978-1-93802-691-1				226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay			
Teacher Only	Activity	978-1-93802-691-1				256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay			
Teacher Only	Activity	978-1-93802-691-1				272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay			
Teacher Only	Activity	978-1-93802-691-1				310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location			
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay			
			Student/Teacher	Activity	978-1-938026-87-4	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay			
			Student/Teacher	Activity	978-1-938026-87-4	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay			
			Student/Teacher	Activity	978-1-938026-87-4	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay			
			Student/Teacher	Activity	978-1-938026-87-4	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay			
			Teacher Only	Narrative	978-1-93802-691-1	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay			
			Teacher Only	Activity	978-1-93802-691-1	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay			
			Teacher Only	Activity	978-1-93802-691-1	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay			
			Teacher Only	Activity	978-1-93802-691-1	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay			
			Teacher Only	Activity	978-1-93802-691-1	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay			
			(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
						Student/Teacher	Activity	978-1-938026-87-4	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
						Student/Teacher	Activity	978-1-938026-87-4	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
						Student/Teacher	Activity	978-1-938026-87-4	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
Student/Teacher	Activity	978-1-938026-87-4				310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay			
Teacher Only	Narrative	978-1-93802-691-1				210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay			
Teacher Only	Activity	978-1-93802-691-1				226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay			
Teacher Only	Activity	978-1-93802-691-1				256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay			
Teacher Only	Activity	978-1-93802-691-1				272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay			
Teacher Only	Activity	978-1-93802-691-1				310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	Student/Teacher	Narrative	978-1-938026-87-4	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Student/Teacher	Activity	978-1-938026-87-4	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Narrative	978-1-93802-691-1	210-213	full pages and Learning Site CH4, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	226-231	full pages and Learning Site CH4, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	256-259	full pages and Learning Site CH5, Leçon 2, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	272-275	full pages and Learning Site CH5, Leçon 3, Presentational Writing: Persuasive Essay
			Teacher Only	Activity	978-1-93802-691-1	310-315	full pages and Learning Site CH6, Leçon 2, Presentational Writing: Persuasive Essay