

Florida Correlations

Interpretive Listening <i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.1.1	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.	<p>SE/Learning Site: p. 6, Unité préliminaire, Act.1; p. 11, Unité préliminaire, Act. 3.3; p. 16, Unité préliminaire, Act. 8; p. 17, Unité préliminaire, Act. 10; p. 23, Unité préliminaire, Act. 18.1; p. 22, Unité préliminaire, Expressions pour la salle de classe; p. 36, Unité préliminaire, Act. 29.2; p. 55, Unité 1, Act. 1.2; p. 79, Unité 1, Act. 25; p. 111, Unité 2, Act. 1.2; p. 111, Unité 2, Act. 1.3; p. 129, Unité 2, Act.19.1; p. 132, Unité 2, Act. 22.1; p. 132, Unité 2, Act. 23; p. 143, Unité 2, Act. 31; p. 173, Unité 3, Act. 4.1; p. 173, Unité 3, Act. 4.2; p. 183, Unité 3, Act. 15; p. 185, Unité 3, Act. 17; p. 190, Unité 3, Act. 20.1; p. 198, Unité 3, Act. 29.1; p. 203, Unité 3, Act. 33.1; p. 203, Unité 3, Act. 33.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 156, Unité 2, Act. 45.1; p. 186, Unité 3, Act. 18.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 105, Unité 1, Interpretive Assessment</p> <p>Nualang (Learning Site): Unité préliminaire, Communiquons 1, Roleplay (Faire connaissance)</p>
WL.K12.NM.1.2	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.	<p>SE/Learning Site: p. 19, Unité préliminaire, Act. 14; p. 23, Unité préliminaire, Act. 18.2; p. 29, Unité préliminaire, Act. 23.2; p. 33, Unité préliminaire, Act. 26; p. 34, Unité préliminaire, Act. 27.2; p. 42, Unité préliminaire, Act. 36; p. 42, Unité préliminaire, Act. 37; p. 55, Unité 1, Act. 1.2; p. 85, Unité 1, Act. 28.1; p. 86, Unité 1, Act. 30; p. 114, Unité 2, Act. 3; p. 123, Unité 2, Act. 14.1; p. 123, Unité 2, Act. 14.2; p. 127, Unité 2, Act. 18; p. 129, Unité 2, Act. 19.2; p. 136, Unité 2, Act. 26; p. 143, Unité 2, Act. 31; p. 173, Unité 3, Act. 4.1; p. 173, Unité 3, Act. 4.2; p. 190, Unité 3, Act. 20.1; p. 196, Unité 3, Act. 27</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 220, Unité 3, Interpretive Assessment</p> <p>Nualang (Learning Site): Unité 1, Communiquons 1, Roleplay (Discuter des identités); Unité 1, Communiquons 2, Roleplay (Parler des activités); Unité 1, Communiquons 3, Roleplay (Poser des questions); Unité 2, Communiquons 1, Roleplay (Parler des fournitures scolaires); Unité 2, Communiquons 2, Roleplay (Parler des matières à l'école); Unité 2, Communiquons 3, Roleplay (Parler des activités à l'école); Unité 3, Communiquons 1, Roleplay (Parler de sa famille); Unité 3, Communiquons 2, Roleplay (Décrire les membres de sa famille); Unité 3, Communiquons 3, Roleplay (Parler de chez soi)</p>
WL.K12.NM.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.	<p>SE/Learning Site: p. 34, Unité préliminaire, Act. 27.2; p. 57, Unité 1, Act. 3; p. 69, Unité 1, Act. 15; p. 75, Unité 1, Act. 23.1; p. 97, Unité 1, Act. 42.1; p. 127, Unité 2, Act. 18; p. 136, Unité 2, Act. 26; p. 198, Unité 3, Act. 29.1; p. 202, Unité 3, Act. 32.1; p. 203, Unité 3, Act. 32.2; p. 204, Unité 3, Act. 34.2</p> <p>Assessment Formative: SE/Learning Site: p. 97, Unité 1, Act. 42.1</p>

Florida Correlations

<p>WL.K12.NM.1.4</p>	<p>Demonstrate understanding of simple information supported by visuals through a variety of media.</p>	<p>SE/Learning Site: p. 34, Unité préliminaire, Act. 28; p. 38, Unité préliminaire, Act. 30.2; p. 55, Unité 1, Act. 1.2; p. 55, Unité 1, Act. 1.3; p. 64, Unité 1, Act. 10; p. 65, Unité 1, Act. 12; p. 71, Unité 1, Act. 19; p. 73, Unité 1, Act. 21; p. 91, Unité 1, Act. 34; p. 111, Unité 2, Act. 1.3; p. 122, Unité 2, Act. 13; p. 128, Unité 2, Act. 19.2; p. 132, Unité 2, Act. 22.1; p. 134, Unité 2, Act. 24; p. 148, Unité 2, Act. 38; p. 149, Unité 2, Act. 39; p. 170, Unité 3, Act. 1.2; p. 173, Unité 3, Act. 4.1; p. 173, Unité 3, Act. 4.2; p. 180, Unité 3, Act. 12; p. 194, Unité 3, Act. 25; p. 204, Unité 3, Act. 34.1; p. 204, Unité 3, Act. 34.2; p. 208, Unité 3, Act. 37</p> <p>Assessment Formative: SE/Learning Site: p. 124, Unité 2, Act. 16.1; p. 186, Unité 3, Act. 18.1</p>
<p>WL.K12.NM.1.5</p>	<p>Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.</p>	<p>SE/Learning Site: p. 27, Unité préliminaire, Act. 21; p. 96, Unité 1, Act. 41; p. 111, Unité 2, Act. 1.3; p. 118, Unité 2, Act. 8; p. 176, Unité 3, Act. 7; p. 227, Unité 4, Act. 1.2</p>
<p>WL.K12.NM.1.6</p>	<p>Follow short, simple directions.</p>	<p>SE/Learning Site: p. 23, Unité préliminaire, Act. 18.3; p. 57, Unité 1, Act. 3; p. 69, Unité 1, Act. 15; p. 127, Unité 2, Act. 18; p. 128, Unité 2, Act. 19.2</p>

Florida Correlations

Interpretative Reading <i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i>		
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WL.K12.NM.2.1	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.	<p>SE/Learning Site: p. 7, Unité préliminaire, Act. 2.1; p. 9, Unité préliminaire, Act. 2.3; p. 10, Unité préliminaire, Act. 3.1; p. 11, Unité préliminaire, Act. 3.2; p. 11, Unité préliminaire, Act. 3.2; p. 29, Unité préliminaire, Act. 23.1; p. 37, Unité préliminaire, Act. 30.1; p. 42, Unité préliminaire, Act. 35.2; p. 46, Unité préliminaire, Act. 40.1; p. 55, Unité 1, Act. 1.1; p. 61, Unité 1, Act. 7.2; p. 63, Unité 1, Act. 8.2; p. 81, Unité 1, Act. 26.1; p. 89, Unité 1, Act. 32.2; p. 89, Unité 1, Act. 32.3; p. 94, Unité 1, Act. 38; p. 98, Unité 1, Act. 43.1; p. 99, Unité 1, Act. 44; p. 110, Unité 2, Act. 1.1; p. 114, Unité 2, Act. 4; p. 121, Unité 2, Act. 12; p. 122, Unité 2, Act. 13; p. 135, Unité 2, Act. 25.2; p. 137, Unité 2, Act. 28.1; p. 145, Unité 2, Act. 34; p. 149, Unité 2, Act. 39; p. 170, Unité 3, Act. 1.1; p. 173, Unité 3, Act. 3; p. 178, Unité 3, Act. 9.1; p. 178, Unité 3, Act. 9.2; p. 180, Unité 3, Act. 12; p. 181, Unité 3, Act. 13.1; p. 189, Unité 3, Act. 19; p. 194, Unité 3, Act. 25; p. 195, Unité 3, Act. 26.1; p. 204, Unité 3, Act. 34.1; p. 208, Unité 3, Act. 37; p. 209, Unité 3, Act. 38.1; p. 212, Unité 3, Act. 40.1; p. 304, Unité 3, Act. 22.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 31, Unité préliminaire, Act. 24; p. 141, Unité 2, Act. 30.1; p. 199, Unité 3, Act. 30.2; p. 213, Unité 3, Act. 41.1</p> <p>Assessment Midterm: SE/Learning Site: Interpretive Assessment, Act. 3 (Lisez et choisissez)</p> <p>Assessment Final, SE/Learning Site: Interpretive Assessment, Act. 2 (Les habitudes des Français)</p> <p>Nualang (Learning Site): Unité préliminaire, Communiquons 1, Roleplay (Faire connaissance); Unité préliminaire, Communiquons 2, Roleplay (Donner son numéro de téléphone); Unité préliminaire, Communiquons 3, Roleplay (Parler des anniversaires); Unité 1, Communiquons 1, Roleplay (Discuter des identités); Unité 1, Communiquons 2, Roleplay (Parler des activités); Unité 1, Communiquons 3, Roleplay (Poser des questions); Unité 2, Communiquons 1, Roleplay (Parler des fournitures scolaires); Unité 2, Communiquons 2, Roleplay (Parler des matières à l'école); Unité 2, Communiquons 3, Roleplay (Parler des activités à l'école); Unité 3, Communiquons 1, Roleplay (Parler de sa famille); Unité 3, Communiquons 2, Roleplay (Décrire les membres de sa famille); Unité 3, Communiquons 3, Roleplay (Parler de chez soi)</p>
WL.K12.NM.2.2	Demonstrate understanding of short, simple literary stories.	<p>SE/Learning Site: p. 25, Unité préliminaire, Act. 19.1; p. 27, Unité préliminaire, Act. 21; p. 96, Unité 1, Act.41; p. 110, Unité 2, Act. 1.1; p. 118, Unité 2, Act. 8; p. 176, Unité 3, Act. 7</p>

Florida Correlations

<p>WL.K12.NM.2.3</p>	<p>Demonstrate understanding of simple written announcements with prompting and support.</p>	<p>SE/Learning Site: p. 31, Unité préliminaire, Act. 24; p. 41, Unité préliminaire, Act. 35.1; p. 75, Unité 1, Act. 23.1; p. 81, Unité 1, Act. 26.1; p. 88, Unité 1, Act. 32.1; p. 89, Unité 1, Act. 32.2; p. 93, Unité 1, Act. 37.2; p. 152, Unité 2, Act. 41.1; p. 177, Unité 3, Act. 8.1; p. 214, Unité 3, Act. 42.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 45, Unité préliminaire, Act. 39; p. 199, Unité 3, Act. 30.2</p> <p>Assessment Midterm: SE/Learning Site: Interpretive Assessment, Act. 1 (Lisez et prenez une décision)</p>
<p>WL.K12.NM.2.4</p>	<p>Recognize words and phrases when used in context on familiar topics.</p>	<p>SE/Learning Site: p. 8, Unité préliminaire, Act. 2.2; p. 11, Unité préliminaire, Act. 3.2; p. 17, Unité préliminaire, Act. 11; p. 25, Unité préliminaire, Act. 24; p. 42, Unité préliminaire, Act. 37; p. 59, Unité 1, Act. 6.1; p. 63, Unité 1, Act. 8.2; p. 69, Unité 1, Act. 16; p. 71, Unité 1, Act. 18; p. 85, Unité 1, Act. 29; p. 89; Unité 1, Act. 32.3; p. 98, Unité 1, Act. 43.1; p. 99, Unité 1, Act. 44; p. 144, Unité 2, Act. 33; p. 149, Unité 2, Act. 40; p. 153, Unité 2, Act. 42; p. 158, Unité 2, Act. 46.1; p. 158, Unité 2, Act. 46.2; p. 174, Unité 3, Act. 5.1; p. 177, Unité 3, Act. 8.1; p. 180, Unité 3, Act. 12; p. 181, Unité 3, Act. 13.1; p. 191, Unité 3, Act. 21.1; p. 194, Unité 3, Act. 25; p. 195, Unité 3, Act. 26.1; p. 208, Unité 3, Act. 37; p. 209, Unité 3, Act. 38.1; p. 214, Unité 3, Act. 42.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 164, Unité 2, Interpretive Assessment</p> <p>Assessment Midterm: SE/Learning Site: Interpretive Assessment, Act. 2 (Lisez et posez des questions)</p> <p>Nualang (Learning Site): Unité préliminaire, Communiquons 1, Roleplay (Faire connaissance); Unité préliminaire, Communiquons 2, Roleplay (Donner son numéro de téléphone); Unité préliminaire, Communiquons 3, Roleplay (Parler des anniversaires); Unité 1, Communiquons 1, Roleplay (Discuter des identités); Unité 1, Communiquons 2, Roleplay (Parler des activités); Unité 1, Communiquons 3, Roleplay (Poser des questions); Unité 2, Communiquons 1, Roleplay (Parler des fournitures scolaires); Unité 2, Communiquons 2, Roleplay (Parler des matières à l'école); Unité 2, Communiquons 3, Roleplay (Parler des activités à l'école); Unité 3, Communiquons 1, Roleplay (Parler de sa famille); Unité 3, Communiquons 2, Roleplay (Décrire les membres de sa famille); Unité 3, Communiquons 3, Roleplay (Parler de chez soi)</p>

Florida Correlations

Interpersonal Communication <i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i>		
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WL.K12.NM.3.1	Introduce self and others using basic, culturally-appropriate greetings.	<p>SE/Learning Site: p. 15, Unité préliminaire, Act. 6; p. 16, Unité préliminaire, Act. 7; p. 19, Unité préliminaire, Act. 13; p. 25, Unité préliminaire, Act. 19.2; p. 85, Unité 1, Act. 28.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 21, Unité préliminaire, Act. 17; p. 67, Unité 1, Act. 14.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 105, Unité 1, Interpersonal Assessment</p> <p>Nualang (Learning Site): Unité préliminaire, Communiquons 1, Chatbot (Notre identité); Unité 1, Communiquons 1, Chatbot (Les identités); Unité 1, Communiquons 3, Chatbot (Les questions); Unité 3, Communiquons 1, Chatbot (Les familles); Unité 3, Communiquons 2, Chatbot (Les membres de la famille)</p>
WL.K12.NM.3.2	Participate in basic conversations using words, phrases, and memorized expressions.	<p>SE/Learning Site: p. 15, Unité préliminaire, Act. 5.1; p. 15, Unité préliminaire, Act. 5.2; p. 16, Unité préliminaire, Act. 9; p. 62, Unité 1, Act. 8.1; p. 75, Unité 1, Act. 22.2; p. 77, Unité 1, Act. 23.2; p. 85, Unité 1, Act. 28.2; p. 91, Unité 1, Act. 36; p. 97, Unité 1, Act. 42.3; p. 116, Unité 2, Act. 6; p. 120, Unité 2, Act. 11; p. 124, Unité 2, Act. 16.2; p. 155, Unité 2, Act. 44.1; p. 192, Unité 3, Act. 22.1; p. 202, Unité 3, Act. 31.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 97, Unité 1, Act. 42.3; p. 156, Unité 2, Act. 45.2</p> <p>Assessment Midterm: SE/Learning Site: Interpersonal Assessment (Une communication téléphonique)</p> <p>Nualang (Learning Site): Unité préliminaire, Communiquons 2, Chatbot (Les numéros de téléphone); Unité préliminaire, Communiquons 3, Chatbot (Les anniversaires); Unité 2, Communiquons 1, Chatbot (Les fournitures scolaires); Unité 3, Communiquons 2, Chatbot (Les membres de la famille)</p>

Florida Correlations

<p>WL.K12.NM.3.3</p>	<p>Ask simple questions and provide simple responses related to personal preferences.</p>	<p>SE/Learning Site: p. 57, Unité 1, Act. 4; p. 72, Unité 1, Act. 20.1; p. 75, Unité 1, Act. 22.2; p. 77, Unité 1, Act. 23.2; p. 87, Unité 1, Act. 31; p. 115, Unité 2, Act. 5.2; p. 120, Unité 2, Act. 11; p. 146, Unité 2, Act. 35.1; p. 158, Unité 2, Act. 46.3; p. 159, Unité 2, Act. 47.2; p. 211, Unité 3, Act. 39.1; p. 212, Unité 3, Act. 40.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 124, Unité 2, Act. 16.2; p. 141, Unité 2, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 165, Unité 2, Interpersonal Assessment</p> <p>Nualang (Learning Site): Unité 1, Communiquons 2, Chatbot (Les activités); Unité 1, Communiquons 3, Chatbot (Les questions); Unité 2, Communiquons 2, Chatbot (Les cours); Unité 2, Communiquons 3, Chatbot (Les activités à l'école)</p>
<p>WL.K12.NM.3.4</p>	<p>Exchange essential information about self, family, and familiar topics.</p>	<p>SE/Learning Site: p. 20, Unité préliminaire, Act. 16; p. 21, Unité préliminaire, Act. 17; p. 27, Unité préliminaire, Act. 20; p. 60, Unité 1, Act. 6.2; p. 62, Unité 1, Act. 8.1; p. 65, Unité 1, Act. 11.2; p. 72, Unité 1, Act. 20.2; p. 75, Unité 1, Act. 23.1; p. 77, Unité 1, Act. 23.2; p. 87, Unité 1, Act. 31; p. 91, Unité 1, Act. 35; p. 132, Unité 2, Act. 22.2; p. 136, Unité 2, Act. 27.2; p. 143, Unité 2, Act. 32; p. 153, Unité 2, Act. 41.2; p. 155, Unité 2, Act. 44.2; p. 158, Unité 2, Act. 46.3; p. 171, Unité 3, Act. 1.4; p. 175, Unité 3, Act. 5.2; p. 175, Unité 3, Act. 6; p. 182, Unité 3, Act. 14.2; p. 182, Unité 3, Act. 14.3; p. 184, Unité 3, Act. 16; p. 186, Unité 3, Act. 18.2; p. 190, Unité 3, Act. 20.2; p. 191, Unité 3, Act. 21.2; p. 197, Unité 3, Act. 28.2; p. 198, Unité 3, Act. 29.2; p. 199, Unité 3, Act. 30.3; p. 210, Unité 3, Act. 38.2; p. 210, Unité 3, Act. 38.2; p. 211, Unité 3, Act. 39.2; p. 214, Unité 3, Act. 42.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 67, Unité 1, Act. 14.2; p. 141, Unité 2, Act. 30.3; p. 186, Unité 3, Act. 18.1; p. 199, Unité 3, Act. 30.1; p. 199, Unité 3, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 105, Unité 1, Interpersonal Assessment; p. 221, Unité 3, Interpersonal Assessment</p> <p>Nualang (Learning Site): Unité préliminaire, Communiquons 2, Chatbot (Les numéros de téléphone); Unité 1, Communiquons 1, Chatbot (Les identités); Unité 1, Communiquons 3, Chatbot (Les questions); Unité 2, Communiquons 1, Chatbot (Les fournitures scolaires); Unité 2, Communiquons 3, Chatbot (Les activités à l'école); Unité 3, Communiquons 1, Chatbot (Les familles); Unité 3, Communiquons 2, Chatbot (Les membres de la famille); Unité 3, Communiquons 3, Chatbot (Chez nous)</p>
<p>WL.K12.NM.3.5</p>	<p>Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.</p>	<p>SE/Learning Site: p. 27, Unité préliminaire, Act. 20; p. 33, Unité préliminaire, Act. 25; p. 38, Unité préliminaire, Act. 30.3; p. 135, Unité 2, Act. 25.1; p. 130, Unité 2, Act. 20.3; p. 137, Unité 2, Act. 28.1; p. 197, Unité 3, Act. 28.1; p. 202, Unité 3, Act. 31.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 213, Unité 3, Act. 41.2</p> <p>Nualang (Learning Site): Unité préliminaire, Communiquons 2, Chatbot (Les numéros de téléphone); Unité préliminaire, Communiquons 3, Chatbot (Les anniversaires)</p>

Florida Correlations

WL.K12.NM.3.6	Use appropriate gestures, body language, and intonation to clarify a message.	SE/Learning Site: p. 19, Unité préliminaire, Act. 13; p. 23, Unité préliminaire, Act. 18.3; p. 92, Unité 1, Act. 37.1; p. 120, Unité 2, Act. 11
WL.K12.NM.3.7	Understand and respond appropriately to simple directions.	SE/Learning Site: p. 25, Unité préliminaire, Act. 19.3; p. 23, Unité préliminaire, Act. 18.2; p. 23, Unité préliminaire, Act. 18.3; p. 124, Unité 2, Act. 16.3 Nualang (Learning Site): Unité 6, Communiquons 3, Chatbot (L'emplacement des magasins)
WL.K12.NM.3.8	Differentiate among oral statements, questions, and exclamations in order to determine meaning.	SE/Learning Site: p. 15, Unité préliminaire, Act. 5.1; p. 16, Unité préliminaire, Act. 9; p. 20, Unité préliminaire, Act. 16; p. 21, Unité préliminaire, Act. 17; p. 120, Unité 2, Act. 11; p. 152, Unité 2, Act. 41.1; p. 184, Unité 3, Act. 16 Assessment Formative (J'avance), SE/Learning Site: p. 21, Unité préliminaire, Act. 17; p. 124, Unité 2, Act. 16.2 Assessment Summative (J'y arrive), SE/Learning Site: p. 105, Unité 1, Interpretive Assessment
Presentational Speaking		
<i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.4.1	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.	SE/Learning Site: p. 78, Unité 1, Act. 24; p. 36, Unité préliminaire, Act. 29.1; p. 83, Unité 1, Act. 27.2; p. 116, Unité 2, Act. 5.3; p. 140, Unité 2, Act. 29; p. 143, Unité 2, Act. 32; p. 190, Unité 3, Act. 20.2; p. 211, Unité 3, Act. 39.2; p. 215, Unité 3, Act. 43.2
WL.K12.NM.4.2	Present personal information about self and others.	SE/Learning Site: p. 34, Unité préliminaire, Act. 27.1; p. 55, Unité 1, Act. 1.4; p. 83, Unité 1, Act. 27.2; p. 99, Unité 1, Act. 43.3; p. 72, Unité 1, Act. 20.2; p. 116, Unité 2, Act. 5.3; p. 153, Unité 2, Act. 41.3; p. 155, Unité 2, Act. 43.3; p. 174, Unité 3, Act. 4.3; p. 182, Unité 3, Act. 14.3; p. 198, Unité 3, Act. 29.2 p. 190, Unité 3, Act. 20.2; p. 190, Unité 3, Act. 21.1; p. 192, Unité 3, Act. 22.1; p. 198, Unité 3, Act. 29.2; p. 215, Unité 3, Act. 43.2 Assessment Formative (J'avance), SE/Learning Site: p. 83, Unité 1, Act. 27.2; p. 186, Unité 3, Act. 18.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 105, Unité 1, Presentational Assessment; p. 165, Unité 2, Presentational Assessment Nualang (Learning Site): Unité 3, Communiquons 3, Roleplay (Parler de chez soi)"

Florida Correlations

WL.K12.NM.4.3	Express likes and dislikes.	SE/Learning Site: p. 129, Unité 2, Act. 20.2; p. 78, Unité 1, Act. 24; p. 146, Unité 2, Act. 35.1; p. 147, Unité 2, Act. 35.2; p. 129, Unité 2, Act. 20.1 Assessment Formative (J'avance), SE/Learning Site: p. 83, Unité 1, Act. 27.2
WL.K12.NM.4.4	Provide an account of daily activities.	SE/Learning Site: p. 138, Unité 2, Act. 28.2; p. 153 Unité 2, Act. 41.2 Assessment Summative (J'y arrive), SE/Learning Site: p. 165, Unité 2, Presentational Assessment
WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.	SE/Learning Site: p. 176, Unité 3, Act. 7; p. 248, Unité 4, Act. 27
WL.K12.NM.4.6	Present simple information about a familiar topic using visuals.	SE/Learning Site: p. 120, Unité 2, Act. 11; p. 214, p. 155, Unité 2, Act. 43.3; p. 214 Unité 3, Act. 42.2 Assessment Formative (J'avance), SE/Learning Site: p. 83, Unité 1, Act. 27.2

Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.5.1	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.	SE/Learning Site: p. 42, Unité préliminaire, Act. 35.3; p. 61, Unité 1, Act. 7.1; p. 61, Unité 1, Act. 7.3; p. 65, Unité 1, Act. 11.1; p. 66, Unité 1, Act. 13; p. 81, Unité 1, Act. 26.2; p. 91, Unité 1, Act. 36; p. 111, Unité 2, Act. 1.4; p. 117, Unité 2, Act. 7; p. 136, Unité 2, Act. 27.1; p. 138, Unité 2, Act. 28.2; p. 143, Unité 2, Act. 32; p. 159, Unité 2, Act. 47.1; p. 182, Unité 3, Act. 14.1; p. 192, Unité 3, Act. 22.2; p. 202, Unité 3, Act. 31.1 Assessment Formative (J'avance), SE/Learning Site: p. 67, Unité 1, Act. 14.1; p. 156, Unité 2, Act. 45.3; p. 206, Unité 3, Act. 36.1; p. 213, Unité 3, Act. 41.3
WL.K12.NM.5.2	Fill out a simple form with basic information.	SE/Learning Site: p. 115, Unité 2, Act. 5.1; p. 123, Unité 2, Act. 15; p. 124, Unité 2, Act. 16.3; p. 125, Unité 2, Act. 17; p. 129, Unité 2, Act. 20.1; p. 136, Unité 2, Act. 27.1; p. 146, Unité 2, Act. 35.1; p. 152, Unité 2, Act. 41.1; p. 155, Unité 2, Act. 44.3; p. 170, Unité 3, Act. 1.2; p. 178, Unité 3, Act. 9.1; p. 215, Unité 3, Act. 43.3 Assessment Formative (J'avance), SE/Learning Site: p. 82, Unité 1, Act. 27.1; p. 124, Unité 2, Act. 16.3 Assessment Midterm: SE/Learning Site: Interpretive Assessment (Complétez le formulaire)

Florida Correlations

<p>WL.K12.NM.5.3</p>	<p>Write simple sentences about self and/or others.</p>	<p>SE/Learning Site: p. 40, Unité préliminaire, Act. 33; p. 61, Unité 1, Act. 7.3; p. 97, Unité 1, Act. 42.2; p. 111, Unité 2, Act. 1.4; p. 130, Unité 2, Act. 20.3; p. 147, Unité 2, Act. 35.2; p. 154, Unité 2, Act. 43.1; p. 154, Unité 2, Act. 43.2; p. 155, Unité 2, Act. 44.3; p. 177, Unité 3, Act. 8.2; p. 181, Unité 3, Act. 13.2; p. 182, Unité 3, Act. 14.2; p. 196, Unité 3, Act. 26.2; p. 197, Unité 3, Act. 28.1; p.206, Unité 3, Act. 36.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 97, Unité 1, Act. 42.2; p. 141, Unité 2, Act. 30.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 221, Unité 3, Presentational Assessment</p> <p>Assessment Formative: SE/Learning Site: p. 97, Unité 1, Act. 42.2; p. 141, Unité 2, Act. 30.2.</p>
<p>WL.K12.NM.5.4</p>	<p>Write simple sentences that help in day-to-day life communication.</p>	<p>SE/Learning Site: p. 40, Unité préliminaire, Act. 32; p. 74, Unité 1, Act. 22.1; p. 77, Unité 1, Act. 23.3; p. 77, Unité 1, Act. 23.4; p. 111, Unité 2, Act. 1.3; p. 137, Unité 2, Act. 28.1; p. 138, Unité 2, Act. 28.2; p. 140, Unité 2, Act. 29; p. 147, Unité 2, Act. 35.2; p. 212, Unité 3, Act. 40.2; p. 206, Unité 3, Act. 36.2; p. 211, Unité 3, Act. 39.1; p. 215, Unité 3, Act. 43.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 67, Unité 1, Act. 14.1; p. 124, Unité 2, Act. 16.3; p. 156, Unité 2, Act. 45.3; p. 206, Unité 3, Act. 36.2</p>
<p>WL.K12.NM.5.5</p>	<p>Write about previously acquired knowledge and experiences.</p>	<p>SE/Learning Site: p. 42, Unité préliminaire, Act. 35.3; p. 146, Unité 2, Act. 35.1; p. 147, Unité 2, Act. 35.2; p. 152, Unité 2, Act. 41.1; p. 155, Unité 2, Act. 44.3; p. 158, Unité 2, Act. 46.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 141, Unité 2, Act. 30.2</p>
<p>WL.K12.NM.5.6</p>	<p>Pre-write by drawing pictures to support ideas related to a task.</p>	<p>SE/Learning Site: p. 99, Unité 1, Act. 43.2; p. 171, Unité 3, Act. 1.3</p> <p>TE/Learning Site: p. 74, Unité 1, Differentiate; p. 175, Unité 3, Scaffold; p. 248, Unité 4, Language; p. 253, Unité 4, Differentiate</p>
<p>WL.K12.NM.5.7</p>	<p>Draw pictures in sequence to demonstrate a story plot.</p>	<p>TE/Learning Site: p. 96, Unité 1, Scaffold; p. 135, Unité 2, STEAM Connections picture; p. 153, Unité 2, TE Notes; p. 206, Unité 3, Differentiate</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 221, Unité 3, Presentational Assessment</p>

Florida Correlations

Culture		
<i>The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.6.1	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)	SE/Learning Site: p. 9, Unité préliminaire, Act. 2.3; p. 18, Unité préliminaire, Act. 12.1; p. 18, Unité préliminaire, Act. 12.2; p. 19, Unité préliminaire, Act. 15; p. 28, Unité préliminaire, Act. 22.1; p. 38, Unité préliminaire, Act. 30.2; p. 39, Unité préliminaire, Act.31.1; p. 40, Unité préliminaire, Act. 34; p. 44, Unité préliminaire, Act. 38.1; p. 44, Unité préliminaire, Act. 38.2; p. 71, Unité 1, Act. 19; p. 89, Unité 1, Act. 33; p. 95, Unité 1, Act. 39.2; p. 119, Unité 2, Act. 9.1; p. 119, Unité 2, Act. 9.2; p. 120, Unité 2, Act. 10; p. 132, Unité 2, Act. 21.2; p. 135, Unité 2, Act. 25.1; p. 135, Unité 2, Act. 25.2; p. 171, Unité 3, Act. 2; p. 179, Unité 3, Act. 11.1; p. 179, Unité 3, Act. 11.2; p. 193, Unité 3, Act. 23.1; p. 194, Unité 3, Act. 24; p. 204, Unité 3, Act. 34.1; p. 214, Unité 3, Act. 42.3; p. 215, Unité 3, Act. 44 Assessment Formative (J'avance), SE/Learning Site: p. 97, Unité 1, Act. 42.1; p. 97, Unité 1, Act. 42.2; p. 97, Unité 1, Act. 42.3
WL.K12.NM.6.2	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).	SE/Learning Site: p. 28, Unité préliminaire, Act. 22.2; p. 37, Unité préliminaire, Act. 30.1; p. 55, Unité 1, Act. 1.4; p. 55, Unité 1, Act. 2; p. 111, Unité 2, Act. 2; p. 179, Unité 3, Act. 10
WL.K12.NM.6.3	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.	SE/Learning Site: p. 25, Unité préliminaire, Act. 19.1; p. 25, Unité préliminaire, Act. 19.2; p. 25, Unité préliminaire, Act. 19.3; p. 99, Unité 1, Act. 43.3
WL.K12.NM.6.4	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).	SE/Learning Site: p. 6, Unité préliminaire, Act.1; p. 10, Unité préliminaire, Act. 3.1; p. 11, Unité préliminaire, Act. 3.2; p. 11, Unité préliminaire, Act. 4; p. 29, Unité préliminaire, Act. 23.1; p. 38, Unité préliminaire, Act. 30.2; p. 57, Unité 1, Act. 5.1; p. 57, Unité 1, Act. 5.2; p. 63, Unité 1, Act. 8.2; p. 70, Unité 1, Act. 17.1; p. 89, Unité 1, Act. 32.2; p. 89, Unité 1, Act. 33; p. 147, Unité 2, Act. 36.1; p. 147, Unité 2, Act. 36.2; p. 148, Unité 2, Act. 37; p. 159, Unité 2, Act. 48; p. 205, Unité 3, Act. 35.2; p. 215, Unité 3, Act. 43.1; p. 215, Unité 3, Act. 43.2; p. 215, Unité 3, Act. 43.3

Florida Correlations

Connections		
<i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.7.1	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.	<p>SE/Learning Site: p. 9, Unité préliminaire, Act. 2.3; p. 11, Unité préliminaire, Act. 3.2; p. 28, Unité préliminaire, Act. 22.1; p. 39, Unité préliminaire, Act. 31.1; p. 39, Unité préliminaire, Act. 31.2; p. 70, Unité 1, Act. 17.1; p. 70, Unité 1, Act. 17.2; p. 82, Unité 1, Act. 27.1; p. 95, Unité 1, Act. 39.1; p. 119, Unité 2, Act. 9.1; p. 147, Unité 2, Act. 36.1; p. 193, Unité 3, Act. 23.1</p> <p>TE/Learning Site: p. 68, Unit 1, Spanish Language Connections; p. 73, Unit 1, Spanish Language Connections; p. 77, Unit 1, Spanish Language Connections; p. 84, Unit 1, Spanish Language Connections; p. 130, Unit 2, Spanish Language Connections; p. 133, Unit 2, Spanish Language Connections; p. 144, Unit 2, Spanish Language Connections; p. 149, Unit 2, Spanish Language Connections; p. 172, Unit 3, Spanish Language Connections; p. 177, Unit 3, Spanish Language Connections; p. 183, Unit 3, Spanish Language Connections; p. 184, Unit 3, Spanish Language Connections; p. 198, Unit 3, Spanish Language Connections; p. 216, Unit 3, Spanish Language Connections</p>
WL.K12.NM.7.2	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.	<p>SE/Learning Site: p. 18, Unité préliminaire, Act. 12.1; p. 23, Unité préliminaire, Act. 18.1; p. 23, Unité préliminaire, Act. 18.2; p. 9, Unité préliminaire, Act. 2.3; p. 44, Unité préliminaire, Act. 38.1; p. 57, Unité 1, Act. 5.1; p. 70, Unité 1, Act. 17.2; p. 94, Unité 1, Act. 38; p. 95, Unité 1, Act. 39.1; p. 98, Unité 1, Act. 43.1; p. 119, Unité 2, Act. 9.1; p. 120, Unité 2, Act. 10; p. 131, Unité 2, Act. 21.1; p. 147, Unité 2, Act. 36.1; p. 158, Unité 2, Act. 46.1; p. 193, Unité 3, Act. 23.2; p. 205, Unité 3, Act. 35.1</p>
Comparisons		
<i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.8.1	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.	<p>SE/Learning Site: p. 6, Unité préliminaire, Act. 1; p. 19, Unité préliminaire, Act. 15; p. 25, Unité préliminaire, Act. 19.1; p. 28, Unité préliminaire, Act. 22.2; p. 34, Unité préliminaire, Act. 28; p. 42, Unité préliminaire, Act. 36; p. 44, Unité préliminaire, Act. 38.1; p. 44, Unité préliminaire, Act. 38.2; p. 47, Unité préliminaire, Act. 41; p. 55, Unité 1, Act. 1.4; p. 64, Unité 1, Act. 10; p. 95, Unité 1, Act. 39.2; p. 111, Unité 2, Act. 1.4; p. 119, Unité 2, Act. 9.2; p. 132, Unité 2, Act. 21.2; p. 147, Unité 2, Act. 36.2; p. 148, Unité 2, Act. 37; p. 158, Unité 2, Act. 46.2; p. 179, Unité 3, Act. 10; p. 205, Unité 3, Act. 35.1; p. 215, Unité 3, Act. 43.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 97, Unité 1, Act. 42.2; p. 141, Unité 2, Act. 30.1; p. 156, Unité 2, Act. 45.1</p> <p>Assessment Formative: SE/Learning Site: p. 97, Unité 1, Act. 42.2; p. 141, Unité 2, Act. 30.1; p. 156, Unité 2, Act. 45.1</p>

Florida Correlations

WL.K12.NM.8.2	Recognize true and false cognates in the target language and compare them to own language.	SE/Learning Site: p. 42, Unité préliminaire, Act. 35.2; p. 44, Unité préliminaire, Act. 38.2; p. 45, Unité préliminaire, Act. 39; p. 59, Unité 1, Act. 6.1; p. 61, Unité 1, Act. 7.2; p. 114, Unité 2, Act. 4; p. 128, Unité 2, Stratégies; p. 205, Unité 3, Act. 35.2 Assessment Formative (J'avance), SE/Learning Site: p. 45, Unité préliminaire, Act. 39
WL.K12.NM.8.3	Identify celebrations typical of the target culture and ones own.	SE/Learning Site: p. 39, Unité préliminaire, Act. 31.2; p. 40, Unité préliminaire, Act. 34; p. 57, Unité 1, Act. 5.2; p. 88, Unité 1, Act. 32.1; p. 194, Unité 3, Act. 24

Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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WL.K12.NM.9.1	Use key words and phrases in the target language to participate in different activities in the school and community settings.	SE/Learning Site: p. 46, Unité préliminaire, Act. 40.1; p.47, Unité préliminaire, Act. 40.2; p. 47, Unité préliminaire, Act. 40.2; p. 99, Unité 1, Act. 43.3; p. 111, Unité 2, Act. 2; p. 147, Unité 2, Act. 35.2; p. 155, Unité 2, Act. 43.3 Assessment Formative (J'avance), SE/Learning Site: p. 31, Unité préliminaire, Act. 24; p. 45, Unité préliminaire, Act. 39
WL.K12.NM.9.2	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.	SE/Learning Site: p. 21, Unité préliminaire, Act. 17; p. 89, Unité 1, Act. 33; p. 155, Unité 2, Act. 43.3; p. 159, Unité 2, Act. 47.1; p. 159, Unité 2, Act. 47.2; p. 215, Unité 3, Act. 43.2 Assessment Formative (J'avance), SE/Learning Site: p. 21, Unité préliminaire, Act. 17; p. 97, Unité 1, Act. 42.3

Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.	SE/Learning Site: p. 248, Unité 4, Act. 26; p. 262, Unité 4, Act. 41.1 Assessment Formative (J'avance), SE/Learning Site: p. 268, Unité 4, Act. 47.1

Florida Correlations

<p>WL.K12.NH.1.2</p>	<p>Demonstrate understanding of short conversations in familiar contexts.</p>	<p>SE/Learning Site: p. 243, Unité 4, Act. 21.1; p. 243, Unité 4, Act. 21.2; p. 247, Unité 4, Act. 25; p. 250, Unité 4, Act. 29; p. 256, Unité 4, Act. 34; p. 262, Unité 4, Act. 41.1; p. 283, Unité 5, Act. 1.2; p. 365, Unité 6, Act. 25; p. 367, Unité 6, Act. 28</p> <p>Nualang (Learning Site): Unité 4, Communiquons 1, Roleplay (Parler des habitudes alimentaires); Unité 4, Communiquons 2, Roleplay (Parler de la nourriture); Unité 4, Communiquons 3, Roleplay (Parler des bonnes habitudes alimentaires); Unité 5, Communiquons 1, Roleplay (Parler des loisirs); Unité 5, Communiquons 2, Roleplay (Parler du week-end); Unité 5, Communiquons 3, Roleplay (Parler des activités dans la communauté); Unité 6, Communiquons 1, Roleplay (Faire les courses); Unité 6, Communiquons 2, Roleplay (Faire du shopping en ligne); Unité 6, Communiquons 3, Roleplay (Expliquer où sont les choses)</p>
<p>WL.K12.NH.1.3</p>	<p>Demonstrate understanding of short, simple messages and announcements on familiar topics.</p>	<p>SE/Learning Site: p. 229, Unité 4, Act. 4; p. 230, Unité 4, Act. 5.1; p. 196, Unité 4, Act. 27; p. 290, Unité 5, Act. 7; p. 296, Unité 5, Act. 14; p. 320, Unité 5, Act. 39; p. 322, Unité 5, Act. 41; p. 346, Unité 6, Act 6; p. 350, Unité 6, Act 13; p. 373, Unité 6, Act. 33.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 353, Unité 6, Act. 17.1</p> <p>Assessment Final, SE/Learning Site: Interpretive Assessment, Act. 1 (Bienvenue !)</p>
<p>WL.K12.NH.1.4</p>	<p>Demonstrate understanding of key points on familiar topics presented through a variety of media.</p>	<p>SE/Learning Site: p. 227, Unité 4, Act. 1.2; p. 249, Unité 4, Act. 28; p. 287, Unité 5, Act. 4; p. 293, Unité 5, Act. 11; p. 301, Unité 5, Act. 18.1; p. 303, Unité 5, Act. 21.1; p. 307, Unité 5, Act. 25; p. 314, Unité 5, Act. 33; p. 319, Unité 5, Act. 38.1; p. 325, Unité 5, Act. 44.1; p. 341, Unité 6, Act 1.2; p. 360, Unité 6, Act 22.1; p. 364, Unité 6, Act. 24.1; p. 367, Unité 6, Act. 29; p. 376, Unité 6, Act. 36; p. 380, Unité 6, Act. 40; p. 381, Unité 6, Act. 42; p. 384, Unité 6, Act. 47.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 299, Unité 5, Act. 17.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 334, Unité 5, Interpretive Assessment</p>
<p>WL.K12.NH.1.5</p>	<p>Demonstrate understanding of simple stories or narratives.</p>	<p>SE/Learning Site: p. 287, Unité 5, Act. 4; p. 301, Unité 5, Act. 18.1; p. 318, Unité 5, Act. 37; p. 346, Unité 6, Act 7; p. 382, Unité 6, Act. 43</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment, Option D (Une journée en ville)</p>
<p>WL.K12.NH.1.6</p>	<p>Follow directions or instructions to complete a task when expressed in short conversations.</p>	<p>SE/Learning Site: p. 234, Unité 4, Act. 11; p. 249, Unité 4, Act. 28; p. 263, Unité 4, Act. 42; p. 293, Unité 5, Act. 11; p. 307, Unité 5, Act. 25; p. 320, Unité 5, Act. 39; p. 349, Unité 6, Act. 11; p. 365, Unité 6, Act. 25; p. 380, Unité 6, Act. 40</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 390, Unité 6, Interpretive Assessment</p>

Florida Correlations

Interpretative Reading		
<i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i>		
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WL.K12.NH.2.1	Determine main idea from simple texts that contain familiar vocabulary used in context.	<p>SE/Learning Site: p. 229, Unité 4, Act. 3; p. 231, Unité 4, Act. 6; p. 232, Unité 4, Act. 8; p. 234, Unité 4, Act. 11; p. 235, Unité 4, Act. 12.1; p. 242, Unité 4, Act. 19; p. 243, Unité 4, Act. 20; p. 244, Unité 4, Act. 22.1; p. 249, Unité 4, Act. 28; p. 252, Unité 4, Act. 31.1; p. 257, Unité 4, Act. 35; p. 260, Unité 4, Act. 39; p. 260, Unité 4, Act. 40.1; p. 263, Unité 4, Act. 42; p. 264, Unité 4, Act. 43.1; p. 267, Unité 4, Act. 46.1; p. 270, Unité 4, Act. 48.1; p. 282, Unité 5, Act. 1.1; p. 291, Unité 5, Act. 8; p. 293, Unité 5, Act. 11; p. 294, Unité 5, Act. 12.1; p. 304, Unité 5, Act. 22.1; p. 313, Unité 5, Act. 30; p. 328, Unité 5, Act. 46.1; p. 340, Unité 6, Act 1.1; p. 348, Unité 6, Act 10; p. 349, Unité 6, Act 11; p. 352, Unité 6, Act 16.1; p. 352, Unité 6, Act 15; p. 364, Unité 6, Act. 24.2; p. 365, Unité 6, Act. 25; p. 377, Unité 6, Act. 37; p. 381, Unité 6, Act. 41; p. 384, Unité 6, Act. 47.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 238, Unité 4, Act. 17.3; p. 311, Unité 5, Act. 29.2; p. 326, Unité 5, Act. 45.1; p. 368, Unité 6, Act. 30.1 (a); p. 383, Unité 6, Act. 46.1 (a).</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 276, Unité 4, Interpretive Assessment; p. 334, Unité 5, Interpretive Assessment (b.Lisez)</p> <p>Assessment Final, SE/Learning Site: Interpretive Assessment, Act. 2 (Les habitudes des Français)</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment, Option B (Lisez et choisissez)</p> <p>Nualang (Learning Site): Unité 4, Communiquons 1, Roleplay (Parler des habitudes alimentaires); Unité 4, Communiquons 2, Roleplay (Parler de la nourriture); Unité 4, Communiquons 3, Roleplay (Parler des bonnes habitudes alimentaires); Unité 5, Communiquons 1, Roleplay (Parler des loisirs); Unité 5, Communiquons 2, Roleplay (Parler du week-end); Unité 5, Communiquons 3, Roleplay (Parler des activités dans la communauté); Unité 6, Communiquons 1, Roleplay (Faire les courses); Unité 6, Communiquons 2, Roleplay (Faire du shopping en ligne); Unité 6, Communiquons 3, Roleplay (Expliquer où sont les choses)</p>
WL.K12.NH.2.2	Identify the elements of story such as setting, theme and characters.	<p>SE/Learning Site: p. 226, Unité 4, Act. 1.1; p. 282, Unité 5, Act. 1.1; p. 318, Unité 5, Act. 37; p. 323, Unité 5, Act. 43.1; p. 324, Unité 5, Act. 43.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 238, Unité 4, Act. 17.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 276, Unité 4, Interpretive Assessment</p>

Florida Correlations

WL.K12.NH.2.3	Demonstrate understanding of signs and notices in public places.	<p>SE/Learning Site: p. 260, Unité 4, Act. 39; p. 320, Unité 5, Act. 39; p. 351, Unité 6, Act 14.2; p. 357, Unité 6, Act 19.1; p. 365, Unité 6, Act. 25; p. 380, Unité 6, Act. 40</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment, Option C (Lisez et identifiez)</p>
WL.K12.NH.2.4	Identify key detailed information needed to fill out forms.	<p>SE/Learning Site: p. 64, Unité 1, Act. 10; p. 73, Unité 1, Act. 21; p. 91, Unité 1, Act. 34; p. 122, Unité 2, Act. 13; p. 134, Unité 2, Act. 24; p. 149, Unité 2, Act. 39; p. 234, Unité 4, Act. 11; p. 241, Unité 4, Act. 18; p. 247, Unité 4, Act. 25; p. 263, Unité 4, Act. 42; p. 293, Unité 5, Act. 11; p. 307, Unité 5, Act. 25; p. 310, Unité 5, Act. 28.1; p. 320, Unité 5, Act. 39; p. 349, Unité 6, Act. 11; p. 363, Unité 6, Act 23.1; p. 365, Unité 6, Act. 25; p. 378, Unité 6, Act. 38.1; p. 380, Unité 6, Act. 40</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 254, Unité 4, Act. 33.1</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment, Option A (Lisez et écrivez)</p>

Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.3.1	Engage in short social interactions using phrases and simple sentences.	<p>SE/Learning Site: p. 227, Unité 4, Act. 1.3; p. 227, Unité 4, Act. 1.4; p. 316, Unité 5, Act. 35.2; p. 350, Unité 6, Act 12; p. 372, Unité 6, Act. 32; p. 384, Unité 6, Act. 47.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 299, Unité 5, Act. 17.3</p>
WL.K12.NH.3.2	Exchange information about familiar tasks, topics and activities, including personal information.	<p>SE/Learning Site: p. 230, Unité 4, Act. 5.2; p. 237, Unité 4, Act. 16.2; p. 248, Unité 4, Act. 26; p. 283, Unité 5, Act. 1.4; p. 288, Unité 5, Act. 5; p. 304, Unité 5, Act. 22.1; p. 308, Unité 5, Act. 27; p. 324, Unité 5, Act. 43.2; p. 325, Unité 5, Act. 44.2; p. 341, Unité 6, Act 1.2; p. 341, Unité 6, Act 1.3; p. 358, Unité 6, Act 19.2; p. 363, Unité 6, Act. 23.2; p. 382, Unité 6, Act. 43</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 353, Unité 6, Act. 17.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 277, Unité 4, Interpersonal Assessment; p. 391, Unité 6, Interpersonal Assessment</p> <p>Assessment Final, SE/Learning Site: Interpersonal Assessment, Act. 2 (Comparez les habitudes alimentaires)</p> <p>Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment (Parlez avec votre correspondant)</p>

Florida Correlations

<p>WL.K12.NH.3.3</p>	<p>Exchange information using simple language about personal preferences, needs, and feelings.</p>	<p>SE/Learning Site: p. 232, Unité 4, Act. 7; p. 236, Unité 4, Act. 13; p. 246, Unité 4, Act. 24.1; p. 265, Unité 4, 43.3; p.267, Unité 4, Act. 46.2; p. 289, Unité 5, Act. 6.2; p. 344, Unité 6, Act 3; p. 364, Unité 6, Act. 24.3; p. 367, Unité 6, Act. 28; p. 385, Unité 6, Act. 49.1; p. 385, Unité 6, Act. 49.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 238, Unité 4, Act. 17.2; p. 268, Unité 4, Act. 47.2; p. 368, Unité 6, Act. 30.2</p> <p>Assessment Final, SE/Learning Site: Interpersonal Assessment, Act. 1 (Répondez à Maxime)</p> <p>Nualang (Learning Site): Unité 4, Communiquons 1, Chatbot (Les habitudes alimentaires); Unité 5, Communiquons 1, Chatbot (Les loisirs); Unité 5, Communiquons 3, Chatbot (Les activités dans la communauté); Unité 6, Communiquons 1, Chatbot (Les courses)</p>
<p>WL.K12.NH.3.4</p>	<p>Ask and answer a variety of questions about personal information.</p>	<p>SE/Learning Site: p. 236, Unité 4, Act. 14; p. 237, Unité 4, Act. 16.2; p. 251, Unité 4, Act. 30.1; p. 251, Unité 4, Act. 30.3; p. 253, Unité 4, Act. 31.2; p. 260, Unité 4, Act. 40.2; p. 261, Unité 4, Act. 40.2; p. 265, Unité 4, 43.3; p. 283, Unité 5, Act. 1.2; p. 283, Unité 5, Act. 1.3; p. 301, Unité 5, Act. 18.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 254, Unité 4, Act. 33.2</p> <p>Nualang (Learning Site): Unité 4, Communiquons 2, Chatbot (Un repas avec un ami); Unité 4, Communiquons 3, Chatbot (Les bonnes habitudes alimentaires); Unité 5, Communiquons 2, Chatbot (Le week-end); Unité 5, Communiquons 3, Chatbot (Les activités dans la communauté); Unité 6, Communiquons 2, Chatbot (Le cadeau)</p>
<p>WL.K12.NH.3.5</p>	<p>Exchange information about meeting someone including where to go, how to get there, and what to do and why.</p>	<p>SE/Learning Site: p. 310, Unité 5, Act. 28.2; p. 324, Unité 5, Act. 43.3; p. 329, Unité 5, Act. 47.1; p. 378, Unité 6, Act. 38.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 311, Unité 5, Act. 29.1; p. 326, Unité 5, Act. 45.2</p>
<p>WL.K12.NH.3.6</p>	<p>Use basic language skills supported by body language and gestures to express agreement and disagreement.</p>	<p>SE/Learning Site: p. 236, Unité 4, Act. 13; p. 251, Unité 4, Act. 30.3; p. 350, Unité 6, Act 13; p. 366, Unité 6, Act. 27</p>
<p>WL.K12.NH.3.7</p>	<p>Ask for and give simple directions to go somewhere or to complete a task.</p>	<p>SE/Learning Site: p. 350, Unité 6, Act. 12; p. 350, Unité 6, Act. 13; p. 356, Unité 6, Act 18; p. 366, Unité 6, Act. 27; p. 372, Unité 6, Act. 32</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 383, Unité 6, Act. 46.1 (b); p. 383, Unité 6, Act. 46.2</p> <p>Nualang (Learning Site): Unité 6, Communiquons 1, Chatbot (Les courses); Unité 6, Communiquons 3, Chatbot (L'emplacement des magasins)</p>

Florida Correlations

WL.K12.NH.3.8	Describe a problem or a situation with sufficient details in order to be understood.	<p>SE/Learning Site: p. 229, Unité 4, Act. 3; p. 258, Unité 4, Act. 36.1; p. 260, Unité 4, Act. 40.1; p. 368, Unité 6, Act. 30.2; p. 385, Unité 6, Act. 49.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 335, Unité 5, Interpersonal Assessment</p>
<p>Presentational Speaking</p> <p><i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i></p>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.	<p>SE/Learning Site: p. 182, Unité 3, Act. 14.3; p. 191, Unité 3, Act. 21.2; p. 186, Unité 4, Act. 18.3; p. 308, Unité 5, Act. 26.2; p. 366, Unité 6, Act. 26; p. 374, Unité 6, Act. 33.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 311, Unité 5, Act. 29.3</p>
WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.	<p>SE/Learning Site: p. 238, Unité 4, Act. 17.1; p. 248, Unité 4, Act. 27; p. 248, Unité 4, Act. 27; p. 262, Unité 4, Act. 41.2; p. 303, Unité 5, Act. 21.2; p. 345, Unité 6, Act. 4; p. 360, Unité 6, Act. 22.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 238, Unité 4, Act. 17.1</p>
WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.	<p>SE/Learning Site: p. 248, Unité 4, Act. 27; p. 262, Unité 4, Act. 41.2; p. 248, Unité 4, Act. 27; p. 303, Unité 5, Act. 21.2; p. 308, Unité 5, Act. 26.2; p. 360, Unité 6, Act. 22.2; p. 366, Unité 6, Act. 26; p. 374, Unité 6, Act. 33.2; p. 385, Unité 6, Act. 49.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 268, Unité 4, Act. 47.3</p> <p>Assessment Final, SE/Learning Site: Presentational Assessment, Act. 2 (La première journée en Belgique)</p>
WL.K12.NH.4.4	Present personal information about one's self and others.	<p>SE/Learning Site: p. 262, Unité 4, 41.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 368, Unité 6, Act. 30.3</p> <p>Assessment Comprehensive, SE/Learning Site: Presentational Assessment, Option A (Parlez de votre profil)</p>

Florida Correlations

WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.	SE/Learning Site: p. 226, Unité 4, Act. 1.1; p. 248, Unité 4, Act. 27
WL.K12.NH.4.6	Use verbal and non verbal communication when making announcements or introductions.	SE/Learning Site: p. 248, Unité 4, Act. 27; p. 262, Unité 4, 41.2; p. 329, Unité 5, Act. 47.3; p. 360, Unité 6, Act 22.2; p. 366, Unité 6, Act. 26
Presentational Writing		
<i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NH.5.1	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	SE/Learning Site: p. 175, Unité 3, Act. 5.2; p. 236, Unité 4, Act. 15; p. 237, Unité 4, Act. 16.1; p. 242, Unité 4, Act. 19; p. 251, Unité 4, Act. 30.2; p. 259, Unité 4, Act. 38; p.266, Unité 4, Act. 45; p. 270, Unité 4, Act. 48.3; p. 271, Unité 4, Act. 50.1; p. 302, Unité 5, Act. 20; p. 310, Unité 5, Act. 28.2; p. 322, Unité 5, Act. 42; p. 341, Unité 6, Act 1.4; p. 382, Unité 6, Act. 45 Assessment Formative (J'avance), SE/Learning Site: p. 254, Unité 4, Act. 33.3 Assessment Final: SE/Learning Site: Vos préférences, Presentational Assessment, Act. 1 (Je me présente)
WL.K12.NH.5.2	Write simple statements to describe aspects of daily life.	SE/Learning Site: p. 251, Unité 4, Act. 30.2; p. 259, Unité 4, Act. 38; p. 264, Unité 4, 43.1; p. 264, Unité 4, 43.2; p. 286, Unité 5, Act. 3; p. 303, Unité 5, Act. 21.2; p. 305, Unité 5, Act. 22.2; p. 313, Unité 5, Act. 30; p. 315, Unité 5, Act. 34; p. 315, Unité 5, Act. 35.1; p. 321, Unité 5, Act. 40; p. 324, Unité 5, Act. 43.2; p. 345, Unité 6, Act 4; p. 371, Unité 6, Act. 31; p. 378, Unité 6, Act. 38.1; p. 378, Unité 6, Act. 38.3; p. 379, Unité 6, Act. 39 Assessment Formative (J'avance), SE/Learning Site: p. 353, Unité 6, Act. 17.2 Assessment Comprehensive, SE/Learning Site: Presentational Assessment, Option B (Comparez)

Florida Correlations

WL.K12.NH.5.3	Write a description of a familiar experience or event.	<p>SE/Learning Site: p. 235, Unité 4, Act. 12.2; p. 236, Unité 4, Act. 13; p. 243, Unité 4, Act. 21.3; p. 246, Unité 4, Act. 24.2; p. 265, Unité 4, Act. 44; p. 270, Unité 4, Act. 48.2; p. 283, Unité 5, Act. 1.3; p. 288, Unité 5, Act. 6.1; p. 289, Unité 5, Act. 6.3; p. 294, Unité 5, Act. 12.2; p. 296, Unité 5, Act. 14; p. 296, Unité 5, Act. 15; p. 297, Unité 5, Act. 16.1; p. 298, Unité 5, Act. 16.2; p. 301, Unité 5, Act. 18.2; p. 302, Unité 5, Act. 19; p. 308, Unité 5, Act. 26.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 299, Unité 5, Act. 17.2; p. 383, Unité 6, Act. 46.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 277, Unité 4, Presentational Assessment; p. 391, Unité 6, Presentational Assessment</p>
WL.K12.NH.5.4	Write short personal notes using a variety of media.	<p>SE/Learning Site: p. 237, Unité 4, Act. 16.1; p. 241, Unité 4, Act. 18; p. 243, Unité 4, Act. 21.2; p. 264, Unité 4, Act. 43.1; p. 271, Unité 4, Act. 50.2; p. 319, Unité 5, Act. 38.2; p. 328, Unité 5, Act. 46.2; p. 329, Unité 5, Act. 47.2; p. 341, Unité 6, Act. 1.3; p. 345, Unité 6, Act. 5; p. 351, Unité 6, Act. 14.1; p. 352, Unité 6, Act. 16.2; p. 360, Unité 6, Act. 22.1; p. 366, Unité 6, Act. 26</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 368, Unité 6, Act. 30.1 (b)</p>
WL.K12.NH.5.5	Request information in writing to obtain something needed.	<p>SE/Learning Site: p. 385, Unité 6, Act. 49.2</p>
WL.K12.NH.5.6	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).	<p>SE/Learning Site: p. 286, Unité 5, Act. 3; p. 298, Unité 5, Act. 16.2; p. 286, Unité 5, Act. 3; p. 363, Unité 6, Act. 23.3; p. 377, Unité 6, Act. 37; p. 378, Unité 6, Act. 38.1; p. 378, Unité 6, Act. 38.3; p. 384, Unité 6, Act. 47.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 326, Unité 5, Act. 45.3</p>
WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.	<p>SE/Learning Site: p. 271, Unité 4, Act. 50.1; p. 308, Unité 5, Act. 26.1; p. 328, Unité 5, Act. 46.3; p. 385, Unité 6, Act. 49.2</p>

Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

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WL.K12.NH.6.1	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.	<p>SE/Learning Site: p. 233, Unité 4, Act. 9.2; p. 245, Unité 4, Act. 22.2; p. 283, Unité 5, Act. 2; p. 292, Unité 5, Act. 9.2; p. 295, Unité 5, Act. 13.1; p. 306, Unité 5, Act. 23.1; p. 306, Unité 5, Act. 24; p. 341, Unité 6, Act. 2; p. 347, Unité 6, Act. 8.2; p. 358, Unité 6, Act. 20.1; p. 358, Unité 6, Act. 20.2; p. 364, Unité 6, Act. 24.2; p. 374, Unité 6, Act. 34.1; p. 382, Unité 6, Act. 44.1; p. 384, Unité 6, Act. 48</p>

Florida Correlations

WL.K12.NH.6.2	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.	SE/Learning Site: p. 227, Unité 4, Act. 2; p. 270, Unité 4, Act. 49; p. 282, Unité 5, Act. 1.1; p. 290, Unité 5, Act. 7; p. 291, Unité 5, Act. 8; p. 346, Unité 6, Act 7; p. 348, Unité 6, Act 9; p. 348, Unité 6, Act 10; p. 358, Unité 6, Act 21; p. 364, Unité 6, Act. 24.1; p. 375, Unité 6, Act. 34.2; p. 375, Unité 6, Act. 35
WL.K12.NH.6.3	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.).	SE/Learning Site: p. 63, Unité 1, Act. 8.2; p. 63, Unité 1, Act. 9; p. 89, Unité 1, Act. 32.3; p. 98, Unité 1, Act. 43.1; p. 99, Unité 1, Act. 44; p. 231, Unité 4, Act. 6; p. 253, Unité 4, Act. 32; p. 258, Unité 4, Act. 36.2; p. 262, Unité 4, 41.2; p. 264, Unité 4, 43.2; p. 304, Unité 5, Act. 22.1; p. 318, Unité 5, Act. 37; p. 319, Unité 5, Act. 38.1; p. 292, Unité 5, Act. 9.1; p. 292, Unité 5, Act. 10; p. 295, Unité 5, Act. 13.2; p. 313, Unité 5, Act. 31.2; p. 314, Unité 5, Act. 32; p. 317, Unité 5, Act. 36.2; p. 347, Unité 6, Act 8.1; p. 382, Unité 6, Act. 44.2 Assessment Formative (J'avance), SE/Learning Site: p. 353, Unité 6, Act. 17.3;
WL.K12.NH.6.4	Identify cultural artifacts, symbols, and images of the target culture(s).	SE/Learning Site: p. 63, Unité 1, Act. 8.2; p. 63, Unité 1, Act. 9; p. 89, Unité 1, Act. 32.3; p. 98, Unité 1, Act. 43.1; p. 99, Unité 1, Act. 44; p. 181, Unité 3, Act. 13.1; p. 189, Unité 3, Act. 19; p. 195, Unité 3, Act. 26.1; p. 292, Unité 5, Act. 9.1; p. 304, Unité 5, Act. 22.1; p. 306, Unité 5, Act. 23.1; p. 313, Unité 5, Act. 31.1; p. 317, Unité 5, Act. 36.1; p. 346, Unité 6, Act 7; p. 374, Unité 6, Act. 34.1; p. 376, Unité 6, Act. 36; p. 382, Unité 6, Act. 44.1

Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

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WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.	SE/Learning Site: p. 234, Unité 4, Act. 11; p. 260, Unité 4, Act. 40.2; p. 261, Unité 4, Act. 40.2; p. 262, Unité 4, Act. 41.1; p. 263, Unité 4, 42; p. 244, Unité 4, Act. 22.1; p. 270, Unité 4, Act. 49; p. 292, Unité 5, Act. 9.1; p. 293, Unité 5, Act. 11; p. 301, Unité 5, Act. 18.2; p. 306, Unité 5, Act. 23.1; p. 329, Unité 5, Act. 47.2; p. 317, Unité 5, Act. 36.1; p. 328, Unité 5, Act. 46.1; p. 347, Unité 6, Act 8.1; p. 358, Unité 6, Act 20.1; p. 382, Unité 6, Act. 44.1 TE/Learning Site: p. 226, Unit 4, Spanish Language Connections; p. 235, Unit 4, Spanish Language Connections; p. 237, Unit 5, Spanish Language Connections; p. 293, Unit 5, Spanish Language Connections; p. 307, Unit 5, Spanish Language Connections; p. 321, Unit 5, Spanish Language Connections; p. 355, Unit 6, Spanish Language Connections; p. 366, Unit 6, Spanish Language Connections; p. 381, Unit 6, Spanish Language Connections
WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.	SE/Learning Site: p. 249, Unité 4, Act. 28; p. 258, Unité 4, 36.1; p. 313, Unité 5, Act. 31.1; p. 374, Unité 6, Act. 34.1; p. 384, Unité 6, Act. 47.1

Florida Correlations

Comparisons		
<i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i>		
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WL.K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.	SE/Learning Site: p. 185, Unité 3, Act. 17; p. 262, Unité 4, 41.1; p. 304, Unité 5, Act. 22.1; p. 292, Unité 5, Act. 9.2; p. 292, Unité 5, Act. 10; p. 295, Unité 5, Act. 13.2; p. 306, Unité 5, Act. 23.2; p. 306, Unité 5, Act. 24; p. 313, Unité 5, Act. 31.2; p. 317, Unité 5, Act. 36.2; p. 347, Unité 6, Act. 8.2; p. 349, Unité 6, Act. 11; p. 358, Unité 6, Act. 20.2; p. 363, Unité 6, Act. 23.1; p. 374, Unité 6, Act. 34.2; p. 375, Unité 6, Act. 35; p. 384, Unité 6, Act. 47.3; p. 384, Unité 6, Act. 48 TE/Learning Site: p. 315, Unit 5, STEAM Connections; p. 216, Unit 3, Spanish Language Connections
WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.	SE/Learning Site: p. 55, Unité 1, Act. 1.2; p. 65, Unité 1, Act. 12; p. 79, Unité 1, Act. 25; p. 114, Unité 2, Act. 4; p. 132, Unité 2, Act. 23; p. 307, Unité 5, Act. 25; p. 365, Unité 6, Act. 25; p. 380, Unité 6, Act. 40
WL.K12.NH.8.3	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)	SE/Learning Site: p. 28, Unité préliminaire, Act. 22.2; p. 39, Unité préliminaire, Act. 31.2; p. 40, Unité préliminaire, Act. 34; p. 70, Unité 1, Act. 17.2; p. 71, Unité 1, Act. 19; p. 89, Unité 1, Act. 33; p. 95, Unité 1, Act. 40; p. 111, Unité 2, Act. 2; p. 119, Unité 2, Act. 9.2; p. 138, Unité 2, Act. 28.3; p. 214, Unité 3, Act. 42.3; p. 227, Unité 4, Act. 2; p. 233, Unité 4, Act. 9.1; p. 233, Unité 4, Act. 10; p. 233, Unité 4, Act. 9.2; p. 244, Unité 4, Act. 22.1; p. 245, Unité 4, Act. 23; Unité 4, p. 244, Act. 22.1; p. 245, Unité 4, Act. 22.2; p. 258, Unité 4, 37; p. 258, Unité 4, Act. 36.2; p. 283, Unité 5, Act. 2; p. 292, Unité 5, Act. 9.1; p. 292, Unité 5, Act. 9.1; p. 295, Unité 5, Act. 13.2; p. 306, Unité 5, Act. 24; p. 314, Unité 5, Act. 32; p. 317, Unité 5, Act. 36.2; p. 320, Unité 5, Act. 39; p. 341, Unité 6, Act. 1.4; p. 341, Unité 6, Act. 2; p. 348, Unité 6, Act. 9; p. 382, Unité 6, Act. 44.2
Communities		
<i>The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.</i>		
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WL.K12.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.	SE/Learning Site: p. 271, Unité 4, Act. 50.1; p. 292, Unité 5, Act. 10; p. 329, Unité 5, Act. 47.1; p. 367, Unité 6, Act. 28; p. 385, Unité 6, Act. 49.1

Florida Correlations

WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.	SE/Learning Site: p. 215, Unité 3, Act. 43.1; p. 271, Unité 4, Act. 50.1; p. 329, Unité 5, Act. 47.2; p. 363, Unité 6, Act 23.3
<p>Subject Area: Mathematics (B.E.S.T.) Strand: Mathematical Thinking and Reasoning</p>		
<p>Standard 1: Actively participate in effortful learning both individually and collectively.</p>		
<p>Clarifications Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Cultivate a commUnité of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students’ ability to analyze and problem solve. • Recognize students’ effort when solving challenging problems. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.1.1	<p>Actively participate in effortful learning both individually and collectively.</p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. 	<p>SE/Learning Site: p. 64, Unité 1, Act. 10; p. 73, Unité 1, Act. 21; p.91, Unité 1, Act. 35; p. 122, Unité 2, Act. 13; p. 134, Unité 2, Act. 24; p. 149, Unité 2, Act. 39; p. 180, Unité 3, Act. 12; p. 194, Unité 3, Act. 25; p. 208, Unité 3, Act. 37; p. 263, Unité 4, Act. 42; p. 365, Unité 6, Act. 25</p>

Florida Correlations

Standard 2: Demonstrate understanding by representing problems in multiple ways.		
Clarifications		
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations. 		
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MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. 	SE/Learning Site: p. 73, Unité 1, Act. 21; p. 135, Unité 2, Act. 25.1; p. 247, Unité 4, Act. 25; p. 270, Unité 4, Act. 48.1; p. 270, Unité 4, Act. 48.2 TE/Learning Site: p. 313, Unité 5, IB Strategies

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Standard 3: Complete tasks with mathematical fluency.		
Clarifications		
<p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.3.1	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. 	<p>SE/Learning Site: p. 64, Unité 1, Act. 10; p. 73, Unité 1, Act. 21; p.91, Unité 1, Act. 35; p. 122, Unité 2, Act. 13; p. 134, Unité 2, Act. 24; p. 135, Unité 2, Act. 25.1; p. 149, Unité 2, Act. 39; p. 180, Unité 3, Act. 12; p. 194, Unité 3, Act. 25; p. 208, Unité 3, Act. 37; p.266, Unité 4, Act. 45</p> <p>TE/Learning Site: p. 219, Unit 3, Connections; p. 313, Unité 5, IB Strategies</p>

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Standard 4: Engage in discussions that reflect on the mathematical thinking of self and others.		
Clarifications		
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. 	SE/Learning Site: p. 7, Unité préliminaire, Act. 2.1; p. 8, Unité préliminaire, Act. 2.2; p. 64, Unité 1, Act. 10; p. 73, Unité 1, Act. 21; p.91, Unité 1, Act. 35; p. 116, Unité 2, Act. 6; p. 122, Unité 2, Act. 13; p. 134, Unité 2, Act. 24; p. 149, Unité 2, Act. 39; p. 180, Unité 3, Act. 12; p. 194, Unité 3, Act. 25; p. 208, Unité 3, Act. 37 TE/Learning Site: p. 289, Unit 4, Challenge

Florida Correlations

Standard 5: Use patterns and structure to help understand and connect mathematical concepts.		
Clarifications		
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. 	SE/Learning Site: p. 64, Unité 1, Act. 10; p. 73, Unité 1, Act. 21; p. 91, Unité 1, Act. 34; p. 122, Unité 2, Act. 13; p. 123, Unité 2, Act. 15; p. 134, Unité 2, Act. 24; p. 180, Unité 3, Act. 12; p. 208, Unité 3, Act. 37; p. 248, Unité 4, Act. 27; p. 293, Unité 5, Act. 11; p. 320, Unité 5, Act. 39; p. 349, Unité 6, Act 11 TE/Learning Site: p. 313, Unité 5, IB Strategies Assessment Formative (J'avance), SE/Learning Site: p. 141, Unité 2, Act. 30.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 164, Unité 2, Interpretive Assessment TE/Learning Site: p. 248, Unit 4, Language

Florida Correlations

Standard 6: Assess the reasonableness of solutions.		
Clarifications		
Teachers who encourage students to assess the reasonableness of solutions: <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, “Does this solution make sense? How do you know?” • Reinforce that students check their work as they progress within and after a task. • Strengthen students’ ability to verify solutions through justifications. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. 	SE/Learning Site: p. 55, Unité 1, Act. 1.1; p. 149, Unité 2, Act. 39; p. 153, Unité 2, Act. 42; p. 194, Unité 3, Act. 25; p. 294, Unité 5, Act. 12.1 TE/Learning Site: p. 313, Unité 5, IB Strategies

Florida Correlations

Standard 7: Apply mathematics to real-world contexts.		
Clarifications		
Teachers who encourage students to apply mathematics to real-world contexts: <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. 	SE/Learning Site: p. 178, Unité 3, Act. 9.1; p. 178, Unité 3, Act. 9.2 TE/Learning Site: p. 231, Unit 4, STEAM Connections; p. 237, Unit 4, STEAM Connections; p. 261, Unit 4, STEAM Connections; p. 289, Unit 4, Challenge; p. 313, Unit 5, STEAM Connections; p. 313, Unité 5, IB Strategies; p. 329, Unit 5, STEAM Connections Assessment Formative (J'avance), SE/Learning Site: p. 82, Unité 1, Act. 27.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 164, Unité 2, Interpretive Assessment

Florida Correlations

Subject Area: English Language Arts (B.E.S.T.) Strand: Expectations		
Expectation: Cite evidence to explain and justify reasoning.		
Clarifications K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	SE/Learning Site: p. 203, Unité 3, Act. 33.1; p. 203, Unité 3, Act. 33.2
Expectation: Read and comprehend grade-level complex texts proficiently.		
Clarifications See Text Complexity for grade-level complexity bands and a text complexity rubric. https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	p. 176, Unité 3, Act. 7; p. 233, Unité 4, Act. 9.1; p. 244, Unité 4, Act. 22.1; p. 253, Unité 4, Act. 32; p. 258, Unité 4, Act. 36.1; p. 292, Unité 5, Act. 9.1; p. 295, Unité 5, Act. 13.1; p. 306, Unité 5, Act. 23.1; p. 313, Unité 5, Act. 31.1; p. 347, Unité 6, Act. 8.1; p. 358, Unité 6, Act. 20.1; p. 375, Unité 6, Act. 34.1; p. 382, Unité 6, Act. 44.1

Florida Correlations

Expectation: Make inferences to support comprehension.		
Clarifications Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.3.1	Make inferences to support comprehension.	SE/Learning Site: p. 27, Unité préliminaire, Act. 21; p. 37, Unité préliminaire, Act. 30.1; p. 42, Unité préliminaire, Act. 35.3; p. 55, Unité 1, Act. 1.1; p. 96, Unité 1, Act. 41; p. 118, Unité 2, Act. 8
Expectation: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.		
Clarifications In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	SE/Learning Site: p. 18, Unité préliminaire, Act. 12.2; p. 99, Unité 1, Act. 43.2

Florida Correlations

Expectation: Use the accepted rules governing a specific format to create quality work.		
Clarifications Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	SE/Learning Site: p. 38, Unité préliminaire, Stratégies; p. 40, Unité préliminaire, Act. 33; p. 57, Unité 1, Stratégies; p. 191, Unité 3, Stratégies
Expectation: Use appropriate voice and tone when speaking or writing.		
Clarifications In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	SE/Learning Site: p. 87, Unité 1, Act. 31; p. 101, Unité 1, Asking and Answering Questions; p. 215, Unité 3, Act. 43.2
Subject Area: English Language Development Grade: K12		
Body Of Knowledge: English Language Development for English Language Learners		
Cluster: Language of Social and Instructional Purposes		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	SE/Learning Site: p. 99, Unité 1, Act. 43.3; p. 158, Unité 2, Act. 46.1; p. 158, Unité 2, Act. 46.2; p. 158, Unité 2, Act. 46.3; p. 159, Unité 2, Act. 47.2; p. 214, Unité 3, Act. 42.3