

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.IL.1.1	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	SE/Learning Site: p. 21, Unité 1, Act. 10.3; p. 33, Unité 1, Act. 23.1; p. 35, Unité 1, Act. 24; p. 44, Unité 1, Act. 32.2; p. 46, Unité 1, Act. 34.1; p. 54, Unité 1, Act. 41; p. 71, Unité 2, Act. 1.2; p. 72, Unité 2, Act. 3.1; p. 109, Unité 2, Act. 30.2; p. 116, Unité 2, Act. 36; p. 134, Unité 3, Act. 2.2; p. 136, Unité 3, Act. 4.1; p. 145, Unité 3, Act. 8.1; p. 163, Unité 3, Act. 22.1; p. 164, Unité 3, Act. 23.2; p. 164, Unité 3, Act. 23.3 Assessment Formative (J'avance), SE/Learning Site: p. 57, Unité 1, Act. 44.1; p. 90, Unité 2, Act. 15.1 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option B Assessment Midterm, SE/Learning Site: Interpretive Assessment Option B (Écoutez et notez) Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option A, Act. 1 (Regardez et écoutez) Nualang (Learning Site) Unité 1, Communiquons 1, Roleplay (Mon emploi du temps); Unité 1, Communiquons 2, Roleplay (À mon école); Unité 1, Communiquons 3, Roleplay (Pour réussir à l'école); Unité 2, Communiquons 1, Roleplay (Faire les courses); Unité 2, Communiquons 2, Roleplay (Se souvenir des repas); Unité 2, Communiquons 3, Roleplay (Parler d'un évènement); Unité 3, Communiquons 1, Roleplay (Faire les tâches ménagères); Unité 3, Communiquons 2, Roleplay (Servir sa communauté); Unité 3, Communiquons 3, Roleplay (Être bénévole)

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WL.K12.I.L.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	SE/Learning Site: p. 10, Unité 1, Act. 4.1; p. 21, Unité 1, Act. 10.1; p. 26, Unité 1, Act. 15.1; p. 30, Unité 1, Act. 19; p. 38, Unité 1, Act. 27; p. 59, Unité 1, Act. 46; p. 88, Unité 2, Act. 13; p. 110, Unité 2, Act. 31.1; p. 134, Unité 3, Act. 2.2; p. 136, Unité 3, Act. 4.1; p. 146, Unité 3, Act. 8.2; p. 147, Unité 3, Act. 9.1; p. 161, Unité 3, Act. 21.1; p. 165, Unité 3, Act. 24.1; p. 174, Unité 3, Act. 33.1; p. 181, Unité 3, Act. 38 Assessment Formative (J'avance), SE/Learning Site: p. 156, Unité 3, Act. 18.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 64, Unité 1, Interpretive Assessment Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option B (Discutez) Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option A, Act. 1 (Regardez et écoutez) Nualang (Learning Site) Unité 1, Communiquons 1, Roleplay (Mon emploi du temps); Unité 1, Communiquons 2, Roleplay (À mon école); Unité 1, Communiquons 3, Roleplay (Pour réussir à l'école); Unité 2, Communiquons 1, Roleplay (Faire les courses); Unité 2, Communiquons 2, Roleplay (Se souvenir des repas); Unité 2, Communiquons 3, Roleplay (Parler d'un événement); Unité 3, Communiquons 1, Roleplay (Faire les tâches ménagères); Unité 3, Communiquons 2, Roleplay (Servir sa communauté); Unité 3, Communiquons 3, Roleplay (Être bénévole)
WL.K12.I.L.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	SE/Learning Site: p. 19, Unité 1, Act. 9.2; p. 26, Unité 1, Act. 15.1; p. 110, Unité 2, Act. 31.1; p. 114, Unité 2, Act. 33.2; p. 145, Unité 3, Act. 8.1; p. 147, Unité 3, Act. 9.1; p. 149, Unité 3, Act. 11.1; p. 177, Unité 3, Act. 34 Assessment Formative (J'avance), SE/Learning Site: p. 57, Unit 1, Act. 44.1; p. 171, Unité 3, Act. 30.1 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpretive Assessment Option B (Écoutez et notez) Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option A (Regardez et écoutez)

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WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented through a variety of media.	SE/Learning Site: p. 8, Unité 1, Act. 1.2; p. 23, Unité 1, Act. 11.2; p. 59, Unité 1, Act. 46; p. 79, Unité 2, Act. 6.2; p. 81, Unité 2, Act. 7.2; p. 88, Unité 2, Act. 12.1; p. 87, Unité 2, Act. 12.2; p. 109, Unité 2, Act. 30.2; p. 110, Unité 2, Act. 31.1; p. 114, Unité 2, Act. 33.2; p. 147, Unité 3, Act. 9.1; p. 177, Unité 3, Act. 34 Assessment Formative (J'avance), SE/Learning Site: p. 29, Unit 1, Act. 18.1 Assessment Midterm, SE/Learning Site: Interpretive Assessment Option B (Écoutez et notez) Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option A, Act. 1 (Regardez et écoutez)
WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	SE/Learning Site: p. 27, Unité 1, Act. 16.1; p. 47, Unité 1, Act. 35.1; p. 93, Unité 2, Act. 16.1; p. 96, Unité 2, Act. 19.1; p. 97, Unité 2, Act. 20.1; p. 110, Unité 2, Act. 31.1; p. 146, Unité 3, Act. 8.3; p. 165, Unité 3, Act. 24.1; p. 181, Unité 3, Act. 38 Assessment Formative (J'avance), SE/Learning Site: p. 90, Unité 2, Act. 15.1 Assessment Midterm, SE/Learning Site: Interpretive Assessment Option B (Écoutez et notez) Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option A (Regardez et écoutez)
WL.K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions in familiar settings.	SE/Learning Site: p. 26, Unité 1, Act. 15.3 Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option B (On se rencontre)

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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>		
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.IL.2.1	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.	SE/Learning Site: p. 8, Unité 1, Act. 1.1; p. 10, Unité 1, Act. 3; p. 25, Unité 1, Act. 14; p. 31, Unité 1, Act. 20; p. 32, Unité 1, Act. 21; p. 32, Unité 1, Act. 22.2; p. 37, Unité 1, Act. 26; p. 39, Unité 1, Act. 29.1; p. 43, Unité 1, Act. 31; p. 44, Unité 1, Act. 32.1; p. 50, Unité 1, Act. 36.1; p. 52, Unité 1, Act. 37.2; p. 54, Unité 1, Act. 41; p. 55, Unité 1, Act. 42.1; p. 70, Unité 2, Act. 1.1; p. 72, Unité 2, Act. 3.2; p. 73, Unité 2, Act. 4.1; p. 81, Unité 2, Act. 7.1; p. 85, Unité 2, Act. 10; p. 86, Unité 2, Act. 11.1; p. 95, Unité 2, Act. 17.1; p. 96, Unité 2, Act. 19.1; p. 99, Unité 2, Act. 22; p. 100, Unité 2, Act. 23.1; p. 102, Unité 2, Act. 25.1; p. 103, Unité 2, Act. 25.2; p. 113, Unité 2, Act. 33.1; p. 117, Unité 2, Act. 37; p. 121, Unité 2, Act. 40.1, p. 122, Unité 2, Act. 41.1; p. 133, Unité 3, Act. 1.1; p. 134, Unité 3, Act. 2.1; p. 136, Unité 3, Act. 4.2; p. 144, Unité 3, Act. 7.2; p. 148, Unité 3, Act. 10.1; p. 152, Unité 3, Act. 15; p. 159, Unité 3, Act. 19.1; p. 164, Unité 3, Act. 23.1; p. 167, Unité 3, Act. 26; p. 173, Unité 3, Act. 32.1; p. 180, Unité 3, Act. 37; p. 186, Unité 3, Act. 42.2 Assessment Formative (J'avance), SE/Learning Site p. 41, Unité 1, Act. 30.1; p. 121, Unité 2, Act. 40.3; p. 184, Unité 3, Act. 41.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 128, Unité 2, Interpretive Assessment Assessment Midterm, SE/Learning Site: Interpretive Assessment Option A (Lisez les e-mails, Relisez et faites le bon choix) Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option B, Act. 1 (Lisez et répondez aux questions) Nualang (Learning Site) Unité 1, Communiquons 1, Roleplay (Mon emploi du temps); Unité 1, Communiquons 2, Roleplay (À mon école); Unité 1, Communiquons 3, Roleplay (Pour réussir à l'école); Unité 2, Communiquons 1, Roleplay (Faire les courses); Unité 2, Communiquons 2, Roleplay (Se souvenir des repas); Unité 2, Communiquons 3, Roleplay (Parler d'un évènement); Unité 3, Communiquons 1, Roleplay (Faire les tâches ménagères); Unité 3, Communiquons 2, Roleplay (Servir sa communauté); Unité 3, Communiquons 3, Roleplay (Être bénévole)
WL.K12.IL.2.2	Interpret written literary text in which the writer tells or asks about familiar topics.	SE/Learning Site: p. 28, Unité 1, Act. 17.1; p. 134, Unité 3, Act. 2.1; p. 169, Unité 3, Act. 28.1; p. 178, Unité 3, Act. 36.1; p. 182, Unité 3, Act. 39.1 Assessment Formative (J'avance), SE/Learning Site: p. 29, Unité 1, Act. 18.1; p. 184, Unité 3, Act. 41.1 Assessment Midterm, SE/Learning Site: Interpretive Assessment Option A (Lisez les e-mails, Relisez et faites le bon choix)

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WL.K12.IL.2.3	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.	SE/Learning Site: p. 12, Unité 1, Act. 5.1; p. 14, Unité 1, Act. 6.1; p. 17, Unité 1, Act. 7.1; p. 22, Unité 1, Act. 11.1; p. 19, Unité 1, Act. 9.1; p. 47, Unité 1, Act. 35.2; p. 51, Unité 1, Act. 37.1; p. 58, Unité 1, Act. 45.1; p. 109, Unité 2, Act. 30.1; p. 113, Unité 2, Act. 33.1; p. 121, Unité 2, Act. 40.2; p. 136, Unité 3, Act. 4.2; p. 148, Unité 3, Act. 10.1; p. 160, Unité 3, Act. 20.1; p. 169, Unité 3, Act. 28.1; p. 170, Unité 3, Act. 29.2; p. 178, Unité 3, Act. 36.1 Assessment Formative (J'avance), SE/Learning Site: p. 41, Unité 1, Act. 30.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 192, Unité 3, Interpretive Assessment Assessment Midterm, SE/Learning Site: Interpretive Assessment Option A (Lisez les e-mails, Relisez et faites le bon choix) Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option B, Act. 1 (Lisez et répondez aux questions)
WL.K12.IL.2.4	Demonstrate understanding of vocabulary used in context when following written directions.	SE/Learning Site: p. 17, Unité 1, Act. 7.2; p. 47, Unité 1, Act. 35.2; p. 48, Unité 1, Act. 35.3; p. 77, Unité 2, Act. 5.1; p. 77, Unité 2, Act. 5.2; p. 79, Unité 2, Act. 6.1; p. 96, Unité 2, Act. 19.1; p. 109, Unité 2, Act. 30.1; p. 143, Unité 3, Act. 7.1; p. 144, Unité 3, Act. 7.2; p. 154, Unité 3, Act. 17.1 Assessment Formative (J'avance), SE/Learning Site: p. 106, Unité 2, Act. 29.1 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpretive Assessment Option A, Act. 1 (Lisez les e-mails) Assessment Midterm, SE/Learning Site: Interpretive Assessment Option A, Act. 2 (Relisez et faites le bon choix) Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option B, Act. 1 (Lisez et répondez aux questions)

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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>		
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.IL.3.1	Initiate and engage in a conversation on familiar topics.	"SE/Learning Site: p. 13, Unité 1, Act. 5.2; p. 14, Unité 1, Act. 6.2; p. 50, Unité 1, Act. 36.2; p. 53, Unité 1, Act. 40; p. 71, Unité 2, Act. 1.4; p. 84, Unité 2, Act. 9.1; p. 88, Unité 2, Act. 12.3; p. 95, Unité 2, Act. 17.2; p. 105, Unité 2, Act. 28.2; p. 110, Unité 2, Act. 30.3; p. 111, Unité 2, Act. 32.2; p. 113, Unité 2, Act. 33.1; p. 118, Unité 2, Act. 38.1; p. 119, Unité 2, Act. 38.2; p. 133, Unité 3, Act. 1.2; p. 138, Unité 3, Act. 4.3; p. 145, Unité 3, Act. 7.3; p. 155, Unité 3, Act. 17.4; p. 159, Unité 3, Act. 19.2; p. 160, Unité 3, Act. 20.2; p. 168, Unité 3, Act. 27.2; p. 186, Unité 3, Act. 42.1; p. 187, Unité 3, Act. 42.3 Assessment Formative (J'avance), SE/Learning Site: p. 41, Unité 1, Act. 30.4 Assessment Summative (J'y arrive), SE/Learning Site: p. 65, Unité 1, Interpersonal Assessment; p. 193, Unité 3, Interpersonal Assessment Assessment Midterm, SE/Learning Site: Units 0-3, Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Units 0-3, Interpersonal Assessment Option B (Discutez) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option A (On se rencontre) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option B (On se rencontre) Nualang (Learning Site) Unité 1, Communiquons 1, Chatbot (Une journée typique); Unité 1, Communiquons 2, Chatbot (Qui fait quoi ?); Unité 1, Communiquons 3, Chatbot (Mes habitudes à l'école); Unité 2, Communiquons 1, Chatbot (Ce que je mangeais); Unité 2, Communiquons 2, Chatbot (Ce que je mangeais); Unité 2, Communiquons 3, Chatbot (Une invitation); Unité 3, Communiquons 1, Chatbot (Un coup de main à la maison); Unité 3, Communiquons 2, Chatbot (Projet de bénévolat); Unité 3, Communiquons 3, Chatbot (Le bénévolat)

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WL.K12.IL.3.2	Interact with others in everyday situations.	"SE/Learning Site: p. 43, Unité 1, Act. 31; p. 45, Unité 1, Act. 33; p. 53, Unité 1, Act. 40; p. 72, Unité 2, Act. 3.2; p. 102, Unité 2, Act. 26; p. 104, Unité 2, Act. 27.2; p. 110, Unité 2, Act. 30.3; p. 111, Unité 2, Act. 32.2; p. 113, Unité 2, Act. 33.1; p. 118, Unité 2, Act. 38.1; p. 119, Unité 2, Act. 38.2; p. 120, Unité 2, Act. 39; p. 145, Unité 3, Act. 7.3; p. 163, Unité 3, Act. 22.2 Assessment Formative (J'avance), SE/Learning Site: p. 90, Unité 2, Act. 15.2; p. 121, Unité 2, Act. 40.2; p. 156, Unité 3 Act. 18.2 Assessment Summative (J'y arrive), SE/Learning Site: p. 193, Unité 3, Interpersonal Assessment Assessment Midterm, SE/Learning Site: Units 0-3, Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Units 0-3, Interpersonal Assessment Option B (Discutez) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option A (On se rencontre) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option B (On se rencontre) Nualang (Learning Site) Unité 1, Communiquons 1, Chatbot (Une journée typique); Unité 1, Communiquons 2, Chatbot (Qui fait quoi ?); Unité 1, Communiquons 3, Chatbot (Mes habitudes à l'école); Unité 2, Communiquons 1, Chatbot (Ce que je mangeais); Unité 2, Communiquons 2, Chatbot (Ce que je mangeais); Unité 2, Communiquons 3, Chatbot (Une invitation); Unité 3, Communiquons 1, Chatbot (Un coup de main à la maison); Unité 3, Communiquons 2, Chatbot (Projet de bénévolat); Unité 3, Communiquons 3, Chatbot (Le bénévolat)
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WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.	SE/Learning Site: p. 9, Unité 1, Act. 1.3; p. 20, Unité 1, Act. 9.3; p. 43, Unité 1, Act. 31; p. 45, Unité 1, Act. 33; p. 50, Unité 1, Act. 36.2; p. 80, Unité 2, Act. 6.3; p. 84, Unité 2, Act. 9.2; p. 110, Unité 2, Act. 30.3; p. 133, Unité 3, Act. 1.2; p. 149, Unité 3, Act. 10.2; p. 168, Unité 3, Act. 27.1; p. 174, Unité 3, Act. 32.2 Assessment Formative (J'avance), SE/Learning Site: p. 106, Unité 2, Act. 29.2; p. 90, Unité 2, Act. 15.2 Assessment Summative (J'y arrive), SE/Learning Site: p. 193, Unité 3, Interpersonal Assessment Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option B (Discutez) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option A (On se rencontre) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option B (On se rencontre)
WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.	SE/Learning Site: p. 14, Unité 1, Act. 6.2; p. 26, Unité 1, Act. 15.3; p. 28, Unité 1, Act. 16.2; p. 43, Unité 1, Act. 31; p. 45, Unité 1, Act. 33; p. 53, Unité 1, Act. 40; p. 56, Unité 1, Act. 43.2; p. 57, Unité 1, Act. 42.2; p. 123, Unité 2, Act. 41.3; p. 138, Unité 3, Act. 4.3; p. 147, Unité 3, Act. 9.2; p. 155, Unité 3, Act. 17.4; p. 159, Unité 3, Act. 19.2; p. 183, Unité 3, Act. 40.2 Assessment Formative (J'avance), SE/Learning Site: p. 29, Unité 1, Act. 18.2; p. 57, Unité 1, Act. 44.2 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option B (Discutez) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option A (On se rencontre) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option B (On se rencontre) Nualang (Learning Site) Unité 1, Communiquons 1, Chatbot (Une journée typique); Unité 1, Communiquons 2, Chatbot (Qui fait quoi ?); Unité 1, Communiquons 3, Chatbot (Mes habitudes à l'école); Unité 2, Communiquons 1, Chatbot (Ce que je mangeais); Unité 2, Communiquons 2, Chatbot (Ce que je mangeais); Unité 2, Communiquons 3, Chatbot (Une invitation); Unité 3, Communiquons 1, Chatbot (Un coup de main à la maison); Unité 3, Communiquons 2, Chatbot (Projet de bénévolat); Unité 3, Communiquons 3, Chatbot (Le bénévolat)

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WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	SE/Learning Site: p. 40, Unité 1, Act. 29.2; p. 78, Unité 2, Act. 5.3; p. 110, Unité 2, Act. 30.3; p. 110, Unité 2, Act. 31.2; p. 120, Unité 2, Act. 39 Assessment Formative (J'avance), SE/Learning Site: p. 156, Unité 3, Act. 18.3. Assessment Summative (J'y arrive), SE/Learning Site: p. 257, Unité 4, Interpersonal Assessment Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option B (Discutez) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option A (On se rencontre) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option B (On se rencontre)
WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.	SE/Learning Site: p. 28, Unité 1, Act. 16.2; p. 100, Unité 2, Act. 23.2; p. 102, Unité 2, Act. 26; p. 104, Unité 2, Act. 27.2; p. 147, Unité 3, Act. 9.2; p. 168, Unité 3, Act. 27.2 Assessment Formative (J'avance), SE/Learning Site: p. 184, Unité 3, Act. 41.2 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option B (Discutez)
WL.K12.IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.	SE/Learning Site: p. 160, Unité 3, Act. 20.2 Assessment Formative (J'avance), SE/Learning Site: p. 90, Unité 2, Act. 15.2; p. 121, Unité 2, Act. 40.2. Assessment Summative (J'y arrive), SE/Learning Site: p. 129, Unité 2, Interpersonal Assessment Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option B (Discutez)

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WL.K12.IL.3.8	Initiate, engage, and exchange basic information to solve a problem.	SE/Learning Site: p. 26, Unité 1, Act. 15.3; p. 37, Unité 1, Act. 26; p. 38, Unité 1, Act. 28.2; p. 40, Unité 1, Act. 29.2; p. 45, Unité 1, Act. 33; p. 50, Unité 1, Act. 36.2; p. 113, Unité 2, Act. 33.1; p. 120, Unité 2, Act. 39; p. 138, Unité 3, Act. 4.3; p. 138, Unité 3, Act. 5; p. 149, Unité 3, Act. 10.2; p. 154, Unité 3, Act. 17.2 Assessment Formative (J'avance), SE/Learning Site: p. 171, Unité 3, Act. 30.3 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option B (Discutez) Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment Option A (On se rencontre) Nualang (Learning Site) Unité 2, Communiquons 2, Roleplay (Parler d'un événement); Unité 3, Communiquons 3, Roleplay (Être bénévole); Unité 3, Communiquons 3, Chatbot (Le bénévolat)
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.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.	SE/Learning Site: p. 21, Unité 1, Act. 10.2; p. 87, Unité 2, Act. 11.2; p. 149, Unité 3, Act. 11.2; p. 149, Unité 3, Act. 11.2; p. 166, Unité 3, Act. 24.2; p. 179, Unité 3, Act. 36.2 Assessment Formative (J'avance), SE/Learning Site: p. 57, Unité 1, Act. 44.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 65, Unité 1, Presentational Assessment Assessment Midterm, SE/Learning Site: Presentational Assessment Option A (Parlez de vos préférences) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option B (Je me présente)

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WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	SE/Learning Site: p. 10, Unité 1, Act. 4.2; p. 33, Unité 1, Act. 23.3; p. 38, Unité 1, Act. 28.1; p. 123, Unité 2, Act. 41.3; p. 139, Unité 3, Act. 6.2; p. 149, Unité 3, Act. 11.2; p. 161, Unité 3, Act. 21.2; p. 166, Unité 3, Act. 24.2; p. 168, Unité 3, Act. 27.3; p. 168, Unité 3, Act. 27.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 129, Unité 2, Presentational Assessment Assessment Midterm, SE/Learning Site: Presentational Assessment Option A (Parlez de vos préférences)
WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	SE/Learning Site: p. 26, Unité 1, Act. 15.2; p. 28, Unité 1, Act. 16.2; p. 81, Unité 2, Act. 7.3; p. 114, Unité 2, Act. 33.3; p. 123, Unité 2, Act. 41.4; p. 179, Unité 3, Act. 36.2 Assessment Formative (J'avance), SE/Learning Site: p. 184, Unité 3, Act. 41.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 65, Unité 1, Presentational Assessment Assessment Midterm, SE/Learning Site: Presentational Assessment Option A (Parlez de vos préférences) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option B (Je me présente)
WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	SE/Learning Site: p. 26, Unité 1, Act. 15.3; p. 97, Unité 2, Act. 19.2; p. 123, Unité 2, Act. 41.4 Assessment Midterm, SE/Learning Site: Presentational Assessment Option A (Parlez de vos préférences) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option B (Je me présente)
WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.	SE/Learning Site: p. 45, Unité 1, Act. 33; p. 111, Unité 2, Act. 32.2; p. 182, Unité 3, Act. 39.2
WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.	SE/Learning Site: p. 27, Unité 1, Act. 16.1; p. 59, Unité 1, Act. 46; p. 93, Unité 2, Act. 16.1; p. 97, Unité 2, Act. 19.2 Assessment Formative (J'avance), SE/Learning Site: p. 121, Unité 2, Act. 40.3 Assessment Midterm, SE/Learning Site: Presentational Assessment Option A (Parlez de vos préférences) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option B (Je me présente)

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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.IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.	SE/Learning Site: p. 32, Unité 1, Act. 21; p. 48, Unité 1, Act. 35.4; p. 56, Unité 1, Act. 43.1; p. 59, Unité 1, Act. 45.3; p. 74, Unité 2, Act. 4.2; p. 74, Unité 2, Act. 4.3; p. 138, Unité 3, Act. 4.4; p. 138, Unité 3, Act. 5; p. 139, Unité 3, Act. 6.1; p. 151, Unité 3, Act. 14; p. 153, Unité 3, Act. 16; p. 155, Unité 3, Act. 17.3; p. 166, Unité 3, Act. 24.2; p. 187, Unité 3, Act. 42.4 Assessment Formative (J'avance), SE/Learning Site: p. 90, Unité 2, Act. 15.3 Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option A (Je me présente)
WL.K12.IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details.	SE/Learning Site: p. 33, Unité 1, Act. 23.2; p. 35, Unité 1, Act. 25.1; p. 38, Unité 1, Act. 27; p. 51, Unité 1, Act. 36.3; p. 56, Unité 1, Act. 43.3; p. 71, Unité 2, Act. 1.3; p. 77, Unité 2, Act. 5.2; p. 88, Unité 2, Act. 12.2; p. 98, Unité 2, Act. 20.2; p. 101, Unité 2, Act. 24; p. 104, Unité 2, Act. 27.1; p. 105, Unité 2, Act. 28.1; p. 151, Unité 3, Act. 14; p. 155, Unité 3, Act. 17.3; p. 161, Unité 3, Act. 21.2; p. 169, Unité 3, Act. 28.2 Assessment Formative (J'avance), SE/Learning Site: p. 41, Unité 1, Act. 30.3; p. 106, Unité 2, Act. 29.3; p. 233 Assessment Summative (J'y arrive), SE/Learning Site: p. 65, Unité 1, Presentational Assessment; p. 193, Unité 3, Presentational Assessment Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option A (Je me présente)

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WL.K12.IL.5.3	Express and support opinions on familiar topics using a series of sentences.	SE/Learning Site: p. 46, Unité 1, Act. 34.2; p. 48, Unité 1, Act. 35.4; p. 51, Unité 1, Act. 36.3; p. 59, Unité 1, Act. 46; p. 138, Unité 3, Act. 4.3; p. 149, Unité 3, Act. 11.2; p. 179, Unité 3, Act. 36.2; p. 183, Unité 3, Act. 40.1 Assessment Formative (J'avance), SE/Learning Site: p. 171, Unité 3, Act. 30.2 Assessment Summative (J'y arrive), SE/Learning Site: p. 65, Unité 1, Interpersonal Assessment Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option A (Je me présente)
WL.K12.IL.5.4	Compare and contrast information, concepts, and ideas.	SE/Learning Site: p. 21, Unité 1, Act. 10.2; p. 28, Unité 1, Act. 17.2; p. 105, Unité 2, Act. 28.1; p. 138, Unité 3, Act. 4.3; p. 179, Unité 3, Act. 36.2 Assessment Formative (J'avance), SE/Learning Site: p. 122, Unité 2, Act. 41.2 Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option A (Je me présente)
WL.K12.IL.5.5	Develop questions to obtain and clarify information.	SE/Learning Site: p. 36, Unité 1, Act. 25.2; p. 51, Unité 1, Act. 36.3; p. 59, Unité 1, Act. 45.2; p. 110, Unité 2, Act. 31.2; p. 169, Unité 3, Act. 28.2; p. 187, Unité 3, Act. 42.4 Assessment Formative (J'avance), SE/Learning Site: p. 29, Unité 1, Act. 18.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 65, Unité 1, Interpersonal Assessment Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté) Assessment Comprehensive, SE/Learning Site: Presentational Assessment Option A (Je me présente)
WL.K12.IL.5.6	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).	SE/Learning Site: p. 59, Unité 1, Act. 45.3; p. 122, Unité 2, Act. 41.1; p. 174, Unité 3, Act. 32.2 Assessment Formative (J'avance), SE/Learning Site: p. 29, Unité 1, Act. 18.3 Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté)

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WL.K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	SE/Learning Site: p. 59, Unité 1, Act. 45.3; p. 110, Unité 2, Act. 32.1; p. 139, Unité 3, Act. 6.1; p. 174, Unité 3, Act. 33.2 Assessment Formative (J'avance), SE/Learning Site: p. 156, Unité 3, Act. 18.2 Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté)
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.IL.6.1	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.	SE/Learning Site: p. 9, Unité 1, Act. 1.3; p. 9, Unité 1, Act. 2; p. 24, Unité 1, Act. 13; p. 24, Unité 1, Act. 12.1; p. 24, Unité 1, Act. 12.2; p. 32, Unité 1, Act. 22.1; p. 53, Unité 1, Act. 38.1; p. 53, Unité 1, Act. 38.2; p. 59, Unité 1, Act. 46; p. 93, Unité 2, Act. 16.1; p. 98, Unité 2, Act. 21.1; p. 115, Unité 2, Act. 34.2; p. 115, Unité 2, Act. 34.2; p. 122, Unité 2, Act. 41.2; p. 134, Unité 3, Act. 3; p. 146, Unité 3, Act. 8.3; p. 149, Unité 3, Act. 11.1; p. 150, Unité 3, Act. 12.1; p. 150, Unité 3, Act. 12.2; p. 165, Unité 3, Act. 24.1; p. 166, Unité 3, Act. 24.2; p. 166, Unité 3, Act. 25; p. 170, Unité 3, Act. 29.2; p. 170, Unité 3, Act. 29.1; p. 172, Unité 3, Act. 31; p. 177, Unité 3, Act. 35.1; p. 177, Unité 3, Act. 35.2; p. 181, Unité 3, Act. 38 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpretive Assessment Option A (Lisez les emails, Relisez et faites le bon choix) Assessment Midterm, SE/Learning Site: Interpretive Assessment Option B (Écoutez et notez) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Parlez de vos préférences) Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté) Nualang (Learning Site) Unité 3, Communiquons 2, Roleplay (Servir sa communauté); Unité 3, Communiquons 3, Roleplay (Être bénévole); Unité 1, Communiquons 1, Chatbot (Une journée typique); Unité 1, Communiquons 2, Chatbot (Qui fait quoi?); Unité 1, Communiquons 3, Chatbot (Mes habitudes à l'école); Unité 2, Communiquons 1, Chatbot (Ce que je mangeais); Unité 2, Communiquons 2, Chatbot (Ce que je mangeais); Unité 2, Communiquons 3, Chatbot (Une invitation); Unité 3, Communiquons 1, Chatbot (Un coup de main à la maison); Unité 3, Communiquons 2, Chatbot (Projet de bénévole); Unité 3, Communiquons 3, Chatbot (Le bénévolat)

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WL.K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	SE/Learning Site: p. 17, Unité 1, Act. 8; p. 22, Unité 1, Act. 11.1; p. 47, Unité 1, Act. 35.2; p. 53, Unité 1, Act. 39; p. 71, Unité 2, Act. 2; p. 93, Unité 2, Act. 16.2; p. 95, Unité 2, Act. 18; p. 98, Unité 2, Act. 21.2, p. 102, Unité 2, Act. 25.1; p. 109, Unité 2, Act. 30.1; p. 113, Unité 2, Act. 33.1; p. 114, Unité 2, Act. 33.2; p. 115, Unité 2, Act. 35; p. 123, Unité 2, Act. 41.4; p. 150, Unité 3, Act. 12.2; p. 166, Unité 3, Act. 25; p. 187, Unité 3, Act. 43 Assessment Midterm, SE/Learning Site: Interpretive Assessment Option A Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Parlez de vos préférences) Assessment Midterm, SE/Learning Site: Presentational Assessment Option B (Invitons les membres de la communauté) Nualang (Learning Site) Unité 3, Communiquons 2, Roleplay (Servir sa communauté); Unité 3, Communiquons 3, Roleplay (Être bénévole)
WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	SE/Learning Site: p. 105, Unité 2, Act. 28.1; p. 166, Unité 3, Act. 24.2; p. 166, Unité 3, Act. 24.3 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Parlez de vos préférences)
WL.K12.IL.6.4	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).	SE/Learning Site: p. 14, Unité 1, Act. 6.1; p. 17, Unité 1, Act. 7.1; p. 22, Unité 1, Act. 11.1; p. 31, Unité 1, Act. 20; p. 32, Unité 1, Act. 22.1; p. 58, Unité 1, Act. 45.1; p. 82, Unité 2, Act. 8; p. 86, Unité 2, Act. 11.1; p. 87, Unité 2, Act. 12.1; p. 89, Unité 2, Act. 14.1; p. 89, Unité 2, Act. 14.2; p. 102, Unité 2, Act. 25.1; p. 105, Unité 2, Act. 28.1; p. 109, Unité 2, Act. 30.1; p. 113, Unité 2, Act. 33.1; p. 114, Unité 2, Act. 33.2; p. 115, Unité 2, Act. 34.1; p. 133, Unité 3, Act. 1.1; p. 133, Unité 3, Act. 1.2 Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Parlez de vos préférences) Nualang (Learning Site) Unité 2, Communiquons 1, Roleplay (Faire les courses); Unité 2, Communiquons 2, Roleplay (Se souvenir des repas); Unité 1, Communiquons 1, Chatbot (Une journée typique); Unité 1, Communiquons 2, Chatbot (Qui fait quoi ?); Unité 1, Communiquons 3, Chatbot (Mes habitudes à l'école); Unité 2, Communiquons 1, Chatbot (Ce que je mangeais); Unité 2, Communiquons 2, Chatbot (Ce que je mangeais); Unité 2, Communiquons 3, Chatbot (Une invitation); Unité 3, Communiquons 1, Chatbot (Un coup de main à la maison); Unité 3, Communiquons 2, Chatbot (Projet de bénévole); Unité 3, Communiquons 3, Chatbot (Le bénévolat)

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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.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.	SE/Learning Site: p. 95, Unité 2, Act. 17.2; p. 113, Unité 2, Act. 33.1; p. 115, Unité 2, Act. 34.1; p. 122, Unité 2, Act. 41.1; p. 133, Unité 3, Act. 1.1; p. 150, Unité 3, Act. 12.1; p. 150, Unité 3, Act. 13; p. 177, Unité 3, Act. 35.1; p. 186, Unité 3, Act. 42.2
WL.K12.IL.7.2	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.	SE/Learning Site: p. 24, Unité 1, Act. 13; p. 53, Unité 1, Act. 38.2; p. 53, Unité 1, Act. 40; p. 113, Unité 2, Act. 33.1; p. 115, Unité 2, Act. 34.1; p. 122, Unité 2, Act. 41.1; p. 170, Unité 3, Act. 29.2; p. 186, Unité 3, Act. 42.2
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.IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.	SE/Learning Site: p. 54, Unité 1, Act. 41; p. 116, Unité 2, Act. 36; p. 164, Unité 3, Act. 23.1; p. 164, Unité 3, Act. 23.2; p. 164, Unité 3, Act. 23.4; p. 166, Unité 3, Act. 25
WL.K12.IL.8.2	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.	SE/Learning Site: p. 19, Unité 1, Act. 9.1; p. 22, Unité 1, Act. 11.1; p. 86, Unité 2, Act. 11.1; p. 89, Unité 2, Act. 14.1; p. 116, Unité 2, Act. 36 TE/Learning Site: p. 178, Unité 3, Differentiate

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WL.K12.IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.	SE/Learning Site: p. 95, Unité 2, Act. 17.2; p. 98, Unité 2, Act. 20.2; p. 105, Unité 2, Act. 28.1; p. 115, Unité 2, Act. 34.1; p. 115, Unité 2, Act. 34.2 Assessment Formative (J'avance), SE/Learning Site: p. 57, Unité 1, Act. 44.3 Assessment Midterm, SE/Learning Site: Presentational Assessment Option A (Parlez de vos préférences) Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A (Laissez un message)
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>		
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.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	SE/Learning Site: p. 19, Unité 1, Act. 9.1; p. 33, Unité 1, Act. 23.3; p. 38, Unité 1, Act. 28.1; p. 57, Unité 1, Act. 44.3; p. 58, Unité 1, Act. 45.1; p. 59, Unité 1, Act. 46; p. 88, Unité 2, Act. 12.2; p. 101, Unité 2, Act. 24; p. 103, Unité 2, Act. 26; p. 109, Unité 2, Act. 30.1; p. 111, Unité 2, Act. 32.2; p. 114, Unité 2, Act. 33.3; p. 122, Unité 2, Act. 41.1; p. 123, Unité 2, Act. 41.4 Assessment Formative (J'avance), SE/Learning Site: p. 29, Unité 1, Act. 18.3; p. 90, Unité 2, Act. 15.3
WL.K12.IL.9.2	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.	SE/Learning Site: p. 59, Unité 1, Act. 45.3; p. 115, Unité 2, Act. 35; p. 186, Unité 3, Act. 42.2; p. 123, Unité 2, Act. 41.4; p. 187, Unité 3, Act. 42.3; p. 187, Unité 3, Act. 42.4

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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>		
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WL.K12.IM.1.1	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.	SE/Learning Site: p. 198, Unité 4, Act. 2.1; p. 199, Unité 4, Act. 3; p. 200, Unité 4, Act. 4.1; p. 209, Unité 4, Act. 10.1; p. 212, Unité 4, Act. 12.1; p. 215, Unité 4, Act. 15.1; p. 222, Unité 4, Act. 19; p. 225, Unité 4, Act. 30.1; p. 240, Unité 4, Act. 35.1; p. 242, Unité 4, Act. 37.1; p. 263, Unité 5, Act. 3.1; p. 265, Unité 5, Act. 6.1; p. 266, Unité 5, Act. 6.2; p. 269, Unité 5, Act. 7.1; p. 280, Unité 5, Act. 16.1; p. 285, Unité 5, Act. 21; p. 289, Unité 5, Act. 24.1; p. 291, Unité 5, Act. 25.2; p. 296, Unité 5, Act. 29.1; p. 300, Unité 5, Act. 31.2; p. 306, Unité 5, Act. 36.1; p. 309, Unité 5, Act. 38.1; p. 312, Unité 5, Act. 40.1; p. 326, Unité 6, Act. 2.1; p. 329, Unité 6, Act. 5; p. 333, Unité 6, Act. 8.1; p. 341, Unité 6, Act. 15.1; p. 348, Unité 6, Act. 20.2; p. 351, Unité 6, Act. 23.2; p. 360, Unité 6, Act. 30.2; p. 369, Unité 6, Act. 36.2; p. 372, Unité 6, Act. 39.1; p. 373, Unité 6, Act. 40.1; p. 329, Unité 6, Act. 5 Assessment Final, SE/Learning Site: Interpretive Assessment Option A, Act. 1 (Regardez et écoutez); Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, Act. 18.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 256, Unité 4, Interpretive Assessment; p. 320, Unité 5, Interpretive Assessment Nualang (Learning Site) Unité 4, Communiquons 1, Roleplay (Discuter des endroits qu'on préfère); Unité 4, Communiquons 2, Roleplay (Poser des questions sur le week-end passé); Unité 4, Communiquons 3, Roleplay (Mon week-end à Paris); Unité 5, Communiquons 1, Roleplay (Être en bonne santé); Unité 5, Communiquons 2, Roleplay (Soigner sa maladie) Unité 5, Communiquons 3, Roleplay (Discuter des habitudes); Unité 6, Communiquons 1, Roleplay (Voyager en été); Unité 6, Communiquons 2, Roleplay (Faire ses valises); Unité 6, Communiquons 3, Roleplay (Mes projets de voyage)
WL.K12.IM.1.2	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.	SE/Learning Site: p. 199, Unité 4, Act. 3; p. 215, Unité 4, Act. 15.1; p. 219, Unité 4, Act. 18.1; p. 276, Unité 5, Act. 12.1; p. 326, Unité 6, Act. 2.1; p. 327, Unité 6, Act. 2.2; p. 329, Unité 6, Act. 5; p. 334, Unité 6, Act. 9.2; p. 348, Unité 6, Act. 21 Assessment Summative, SE/Learning Site: p. 256, Unité 4, Interpretive Assessment; p. 320, Unité 5, Interpretive Assessment Nualang (Learning Site) Unité 4, Communiquons 1, Roleplay (Discuter des endroits qu'on préfère); Unité 4, Communiquons 2, Roleplay (Poser des questions sur le week-end passé); Unité 4, Communiquons 3, Roleplay (Mon week-end à Paris); Unité 5, Communiquons 1, Roleplay (Être en bonne santé); Unité 5, Communiquons 2, Roleplay (Soigner sa maladie) Unité 5, Communiquons 3, Roleplay (Discuter des habitudes); Unité 6, Communiquons 1, Roleplay (Voyager en été); Unité 6, Communiquons 2, Roleplay (Faire ses valises); Unité 6, Communiquons 3, Roleplay (Mes projets de voyage)

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WL.K12.IM.1.3	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.	SE/Learning Site: p. 266, Unité 5, Act. 6.2; p. 269, Unité 5, Act. 7.1; p. 301, Unité 5, Act. 32.1; p. 309, Unité 5, Act. 38.1; p. 333, Unité 6, Act. 8.1; p. 357, Unité 6, Act. 29.2; p. 370, Unité 6, Act. 37; Assessment Summative (J'y arrive), SE/Learning Site: p. 256, Unité 4, Interpretive Assessment; p. 320, Unité 5, Interpretive Assessment
WL.K12.IM.1.4	Identify essential information and supporting details on familiar topics presented through a variety of media.	SE/Learning Site: p. 200, Unité 4, Act. 4.1; p. 209, Unité 4, Act. 10.1; p. 222, Unité 4, Act. 19; p. 227, Unité 4, Act. 22; p. 235, Unité 4, Act. 30.1; p. 240, Unité 4, Act. 35.1; p. 242, Unité 4, Act. 37.1; p. 265, Unité 5, Act. 6.1; p. 280, Unité 5, Act. 16.1; p. 285, Unité 5, Act. 21; Unité 4, Act. 38; p. 287, Unité 5, Act. 23.2; p. 312, Unité 5, Act. 40.1; p. 337, Unité 6, Act. 12.1; p. 339, Unité 6, Act. 13; p. 340, Unité 6, Act. 14; p. 348, Unité 6, Act. 20.2; p. 363, Unité 6, Act. 33.1; p. 373, Unité 6, Act. 40.1; Assessment Formative (J'avance), SE/Learning Site: p. 313, Unité 5, Act. 41.1; p. 345, Unité 6, Act. 19.2; Assessment Summative (J'y arrive), SE/Learning Site: p. 320, Unité 5, Interpretive Assessment
WL.K12.IM.1.5	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	SE/Learning Site: p. 235, Unité 4, Act. 30.1; p. 242, Unité 4, Act. 37.1; p. 269, Unité 5, Act. 7.1; p. 301, Unité 5, Act. 32.1; p. 306, Unité 5, Act. 36.1 Assessment Formative (J'avance), SE/Learning Site: p. 313, Unité 5, Act. 41.1; p. 345, Unité 6, Act. 19.2 Assessment Summative (J'y arrive), SE/Learning Site: p. 256, Unité 4, Interpretive Assessment; p. 383, Unité 6, Presentational Assessment
WL.K12.IM.1.6	Demonstrate understanding of complex directions and instructions in familiar settings.	SE/Learning Site: p. 239, Unité 4, Act. 34; p. 242, Unité 4, Act. 37.1; p. 245, Unité 4, Act. 38; p. 287, Unité 5, Act. 23.2; p. 287, Unité 5, Act. 23.3

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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>		
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.IM.2.1	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.	SE/Learning Site: p. 197, Unité 4, Act. 1; p. 206, Unité 4, Act. 8.1; p. 213, Unité 4, Act. 13; p. 227, Unité 4, Act. 22; p. 228, Unité 4, Act. 23.1; p. 229, Unité 4, Act. 24.1; p. 230, Unité 4, Act. 25.1; p. 237, Unité 4, Act. 31.1; p. 245, Unité 4, Act. 38; p. 246, Unité 4, Act. 40.1; p. 250, Unité 4, Act. 43.1; p. 262, Unité 5, Act. 1; p. 277, Unité 5, Act. 13.1; p. 278, Unité 5, Act. 14; p. 283, Unité 5, Act. 18.1; p. 283, Unité 5, Act. 18.2; p. 284, Unité 5, Act. 19.1; p. 287, Unité 5, Act. 23.1; p. 291, Unité 5, Act. 25.1; p. 293, Unité 5, Act. 26; p. 294, Unité 5, Act. 27.2; p. 295, Unité 5, Act. 28.1; p. 299, Unité 5, Act. 31.1; p. 308, Unité 5, Act. 37; p. 310, Unité 5, Act. 39.1; p. 336, Unité 6, Act. 10.1; p. 340, Unité 6, Act. 14; p. 347, Unité 6, Act. 20.1; p. 349, Unité 6, Act. 22.1; p. 350, Unité 6, Act. 23.1; p. 352, Unité 6, Act. 24.1; p. 353, Unité 6, Act. 24.2; p. 354, Unité 6, Act. 25; p. 355, Unité 6, Act. 26; p. 359, Unité 6, Act. 30.1; p. 364, Unité 6, Act. 34.1; p. 368, Unité 6, Act. 36.1; p. 370, Unité 6, Act. 37; p. 371, Unité 6, Act. 38.1 Assessment Formative (J'avance), SE/Learning Site: p. 249, Unité 4, Act. 42.1; p. 297, Unité 5, Act. 30.2; p. 375, Unité 6, Act. 41.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 382, Unité 6, Interpretive Assessment
WL.K12.IM.2.2	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.	SE/Learning Site: p. 202, Unité 4, Act. 6; p. 210, Unité 4, Act. 11.1; p. 223, Unité 4, Act. 20.1; p. 236, Unité 4, Act. 30.2; p. 325, Unité 6, Act. 1; p. 326, Unité 6, Act. 2.1; p. 328, Unité 6, Act. 4
WL.K12.IM.2.3	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.	SE/Learning Site: p. 210, Unité 4, Act. 11.1; p. 214, Unité 4, Act. 14; p. 216, Unité 4, Act. 15.2; p. 224, Unité 4, Act. 21.1; p. 229, Unité 4, Act. 24.2; p. 238, Unité 4, Act. 33.1; p. 241, Unité 4, Act. 36.1; p. 246, Unité 4, Act. 39; p. 248, Unité 4, Act. 41.1; p. 270, Unité 5, Act. 8.1; p. 274, Unité 5, Act. 10; p. 279, Unité 5, Act. 15.1; p. 280, Unité 5, Act. 16.2; p. 291, Unité 5, Act. 25.1; p. 293, Unité 5, Act. 27.1; p. 302, Unité 5, Act. 33.1; p. 304, Unité 5, Act. 34.1; p. 307, Unité 5, Act. 36.2; p. 314, Unité 5, Act. 42.1; p. 336, Unité 6, Act. 11; p. 337, Unité 6, Act. 12.2; p. 338, Unité 6, Act. 12.3; p. 339, Unité 6, Act. 13; p. 342, Unité 6, Act. 15.2; p. 343, Unité 6, Act. 17.1; p. 361, Unité 6, Act. 32.1; p. 366, Unité 6, Act. 35.1; p. 376, Unité 6, Act. 42.1 Assessment Formative (J'avance), SE/Learning Site: p. 281, Unité 5, Act. 17.1; p. 233, Unité 4, Act. 29.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 382, Unité 6, Interpretive Assessment Assessment Final, SE/Learning Site: Interpretive Assessment Option A, Act. 2 (Lisez les informations); Interpretive Assessment Option B, (Lisez les informations)

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WL.K12.IM.2.4	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.	SE/Learning Site: p. 224, Unité 4, Act. 21.2; p. 229, Unité 4, Act. 24.2; p. 236, Unité 4, Act. 30.2; p. 274, Unité 5, Act. 9.1; p. 283, Unité 5, Act. 18.1; p. 293, Unité 5, Act. 26; p. 295, Unité 5, Act. 28.1; p. 314, Unité 5, Act. 42.1; p. 352, Unité 6, Act. 24.1; p. 368, Unité 6, Act. 36.1
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>		
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.IM.3.1	Express views and effectively engage in conversations on a variety of familiar topics.	SE/Learning Site: p. 223, Unité 4, Act. 20.2; p. 228, Unité 4, Act. 23.2; p. 251, Unité 4, Act. 43.2; p. 275, Unité 5, Act. 11.2; p. 301, Unité 5, Act. 32.2; p. 307, Unité 5, Act. 36.2; p. 342, Unité 6, Act. 15.3; p. 363, Unité 6, Act. 33.2; p. 377, Unité 6, Act. 42.4; Assessment Formative (J'avance), SE/Learning Site: p. 281, Unité 5, Act. 17.2; p. 297, Unité 5, Act. 30.1; p. 313, Unité 5, Act. 41.2; p. 345, Unité 6, Act. 19.1; p. 357, Unité 6, Act. 29.3; p. 375, Unité 6, Act. 41.2 Assessment Summative (J'y arrive), SE/Learning Site: p. 383, Unité 6, Intepersonal Assessment Nualang (Learning Site) Unité 4, Communiquons 1, Chatbot (Des conseils sur ma ville); Unité 4, Communiquons 2, Chatbot (Mon week-end); Unité 4, Communiquons 3, Chatbot (Mon week-end à Paris); Unité 5, Communiquons 1, Chatbot (Des habitudes saines); Unité 5, Communiquons 2, Chatbot (Les symptômes); Unité 5, Communiquons 3, Chatbot (Un esprit sain dans un corps sain); Unité 6, Communiquons 1, Chatbot (Mes vacances); Unité 6, Communiquons 2, Chatbot (Mon voyage); Unité 6, Communiquons 3, Chatbot (Mes projets de voyage)

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WL.K12.IM.3.2	Ask and answer questions on familiar topics to clarify information and sustain a conversation.	SE/Learning Site: p. 226, Unité 4, Act. 21.3; p. 228, Unité 4, Act. 23.2; p. 232, Unité 4, Act. 27.1; p. 238, Unité 4, Act. 33.1; p. 242, Unité 4, Act. 36.2; p. 270, Unité 5, Act. 7.2; p. 272, Unité 5, Act. 8.2; p. 280, Unité 5, Act. 16.3; p. 290, Unité 5, Act. 24.2; p. 312, Unité 5, Act. 40.2; p. 344, Unité 6, Act. 18.2; p. 350, Unité 6, Act. 23.1; p. 353, Unité 6, Act. 24.2; p. 353, Unité 6, Act. 24.3; p. 356, Unité 6, Act. 27; p. 356, Unité 6, Act. 28; p. 362, Unité 6, Act. 32.2; p. 371, Unité 6, Act. 38.2; p. 377, Unité 6, Act. 42.3 Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, Act. 18.2; p. 233, Unité 4, Act. 29.2; p. 281, Unité 5, Act. 17.2; p. 297, Unité 5, Act. 30.1; p. 313, Unité 5, Act. 41.2; p. 345, Unité 6, Act. 19.1; p. 357, Unité 6, Act. 29.3; p. 375, Unité 6, Act. 41.2 Assessment Final, SE/Learning Site: Interpersonal Assessment Option A, (Répondez aux messages); Interpersonal Assessment Option B, (Répondez aux questions) Assessment Summative (J'y arrive), SE/Learning Site: p. 383, Unité 6, Intepersonal Assessment Nualang (Learning Site) Unité 4, Communiquons 1, Chatbot (Des conseils sur ma ville); Unité 4, Communiquons 2, Chatbot (Mon week-end); Unité 4, Communiquons 3, Chatbot (Mon week-end à Paris); Unité 5, Communiquons 1, Chatbot (Des habitudes saines); Unité 5, Communiquons 2, Chatbot (Les symptômes); Unité 5, Communiquons 3, Chatbot (Un esprit sain dans un corps sain); Unité 6, Communiquons 1, Chatbot (Mes vacances); Unité 6, Communiquons 2, Chatbot (Mon voyage); Unité 6, Communiquons 3, Chatbot (Mes projets de voyage)
WL.K12.IM.3.3	Express personal views and opinions on a variety of topics.	SE/Learning Site: p. 201, Unité 4, Act. 5; p. 207, Unité 4, Act. 8.2; p. 217, Unité 4, Act. 15.3; p. 224, Unité 4, Act. 21.2; p. 305, Unité 5, Act. 34.2; p. 307, Unité 5, Act. 36.2; p. 334, Unité 6, Act. 9.1; p. 367, Unité 6, Act. 35.2; Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, Act. 18.2; p. 357, Unité 6, Act. 29.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 321, Unité 5, Interpersonal Assessment
WL.K12.IM.3.4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).	SE/Learning Site: p. 201, Unité 4, Act. 4.2; p. 209, Unité 4, Act. 10.2; p. 217, Unité 4, Act. 15.3; p. 232, Unité 4, Act. 27.1; p. 248, Unité 4, Act. 41.2; p. 264, Unité 5, Act. 4; p. 275, Unité 5, Act. 11.2; p. 290, Unité 5, Act. 24.2; p. 290, Unité 5, Act. 24.3; p. 301, Unité 5, Act. 32.2; p. 307, Unité 5, Act. 36.2; p. 311, Unité 5, Act. 39.2; p. 315, Unité 5, Act. 43; p. 327, Unité 6, Act. 2.2; p. 330, Unité 6, Act. 6.3, p. 342, Unité 6, Act. 15.3; p. 353, Unité 6, Act. 24.3; p. 356, Unité 6, Act. 28; p. 374, Unité 6, Act. 40.2; Assessment Formative (J'avance), SE/Learning Site: p. 233, Unité 4, Act. 29.2 Assessment Summative (J'y arrive), SE/Learning Site: p. 257, Unité 4, Interpersonal Assessment; p. 321, Unité 5, Interpersonal Assessment; Assessment Summative (J'y arrive) SE/Learning Site: p. 383, Unité 6, Intepersonal Assessment

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WL.K12.IM.3.5	Initiate and maintain a conversation on a variety of familiar topics.	SE/Learning Site: p. 226, Unité 4, Act. 21.3; p. 232, Unité 4, Act. 27.1; p. 283, Unité 5, Act. 18.2; p. 330, Unité 6, Act. 6.2 Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, Act. 18.2; p. 233, Unité 4, Act. 29.2; p. 375, Unité 6, Act. 41.2
WL.K12.IM.3.6	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.	SE/Learning Site: p. 201, Unité 4, Act. 4.2; p. 238, Unité 4, Act. 33.1; p. 242, Unité 4, Act. 36.2; p. 248, Unité 4, Act. 41.2; p. 264, Unité 5, Act. 4; p. 264, Unité 5, Act. 5.2; p. 274, Unité 5, Act. 9.2; p. 275, Unité 5, Act. 11.2; p. 301, Unité 5, Act. 32.2; p. 305, Unité 5, Act. 34.2; p. 327, Unité 6, Act. 2.2; p. 334, Unité 6, Act. 9.1; p. 342, Unité 6, Act. 15.3
WL.K12.IM.3.7	Follow grammatical rules for self-correction when speaking.	SE/Learning Site: p. 223, Unité 4, Act. 20.2; p. 232, Unité 4, Act. 27.1; p. 248, Unité 4, Act. 41.2; p. 264, Unité 5, Act. 5.2; p. 274, Unité 5, Act. 9.2; p. 275, Unité 5, Act. 11.2; p. 327, Unité 6, Act. 2.2; p. 334, Unité 6, Act. 9.1
WL.K12.IM.3.8	Describe a problem or situation with details and state an opinion.	SE/Learning Site: p. 223, Unité 4, Act. 20.2; p. 251, Unité 4, Act. 43.2; p. 272, Unité 5, Act. 8.2; p. 283, Unité 5, Act. 18.2; p. 290, Unité 5, Act. 24.3; p. 307, Unité 5, Act. 36.2; p. 312, Unité 5, Act. 40.2; p. 314, Unité 5, Act. 42.3; p. 330, Unité 6, Act. 6.2 Nualang (Learning Site) Unité 4, Communiquons 3, Chatbot (Mon week-end à Paris); Unité 5, Communiquons 1, Chatbot (Des habitudes saines); Unité 5, Communiquons 2, Roleplay (Soigner sa maladie); Unité 5, Communiquons 2, Chatbot (Les symptômes); Unité 5, Communiquons 3, Chatbot (Un esprit sain dans un corps sain)

Presentational Speaking

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.

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.IM.4.1	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.	SE/Learning Site: p. 212, Unité 4, Act. 12.2; p. 217, Unité 4, Act. 16.2; p. 246, Unité 4, Act. 40.1; p. 280, Unité 5, Act. 15.2; p. 302, Unité 5, Act. 33.2; p. 344, Unité 6, Act. 18.1; p. 362, Unité 6, Act. 32.3 Assessment Formative (J'avance), SE/Learning Site: p. 357, Unité 6, Act. 29.1 Assessment Summative (J'y arrive), SE/Learning Site: p. 321, Unité 5, Presentational Assessment
WL.K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.	SE/Learning Site: p. 232, Unité 4, Act. 28; p. 239, Unité 4, Act. 33.2; p. 291, Unité 5, Act. 25.3; p. 300, Unité 5, Act. 31.2; p. 309, Unité 5, Act. 38.2; p. 333, Unité 6, Act. 8.2; p. 344, Unité 6, Act. 18.1; p. 374, Unité 6, Act. 40.3 Assessment Formative (J'avance), SE/Learning Site: p. 357, Unité 6, Act. 29.1

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WL.K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.	SE/Learning Site: p. 232, Unité 4, Act. 28; p. 297, Unité 5, Act. 30.2 Assessment Formative (J'avance), SE/Learning Site: p. 297, Unité 5, Act. 30.3
WL.K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.	SE/Learning Site: p. 302, Unité 5, Act. 33.2; p. 309, Unité 5, Act. 38.2; p. 351, Unité 6, Act. 23.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 321, Unité 5, Presentational Assessment
WL.K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.	SE/Learning Site: p. 217, Unité 4, Act. 16.2; p. 274, Unité 5, Act. 9.2; p. 302, Unité 5, Act. 33.2; p. 362, Unité 6, Act. 32.3 TE/Learning Site: p. 249, Unité 4, Act. 42.3; p. 281, Unité 5, IB Strategies; Assessment Formative (J'avance), SE/Learning Site: p. 249, Unité 4, Act. 42.3; p. 281, Unité 5, Act. 17.3
WL.K12.IM.4.6	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.	SE/Learning Site: p. 198, Unité 4, Act. 2.2; p. 212, Unité 4, Act. 12.2; p. 309, Unité 5, Act. 38.1; p. 312, Unité 5, Act. 40.2; p. 314, Unité 5, Act. 42.2; p. 333, Unité 6, Act. 8.2; p. 374, Unité 6, Act. 40.3; Assessment Formative (J'avance), SE/Learning Site: p. 249, Unité 4, Act. 42.3 Assessment Final, SE/Learning Site: Presentational Assessment Option A, Act. 1 (Présentez-vous)

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.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.	SE/Learning Site: p. 198, Unité 4, Act. 2.2; p. 218, Unité 4, Act. 17; p. 236, Unité 4, Act. 30.3; p. 247, Unité 4, Act. 40.2; p. 266, Unité 5, Act. 6.3; p. 296, Unité 5, Act. 29.2; p. 300, Unité 5, Act. 31.3; p. 334, Unité 6, Act. 9.2; p. 343, Unité 6, Act. 16 Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, Act. 18.3; p. 249, Unité 4, Act. 42.1; p. 375, Unité 6, Act. 41.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 257, Unité 4, Presentational Assessment; p. 383, Unité 6, Presentational Assessment

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WL.K12.IM.5.2	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.	SE/Learning Site: p. 201, Unité 4, Act. 4.2; p. 217, Unité 4, Act. 16.1; p. 219, Unité 4, Act. 18.3; p. 224, Unité 4, Act. 21.2; p. 231, Unité 4, Act. 26; p. 232, Unité 4, Act. 27.2; p. 243, Unité 4, Act. 37.2; p. 251, Unité 4, Act. 44; p. 264, Unité 5, Act. 5.1; p. 275, Unité 5, Act. 11.1; p. 286, Unité 5, Act. 22; p. 290, Unité 5, Act. 24.2; p. 291, Unité 5, Act. 25.1; p. 305, Unité 5, Act. 34.3; p. 341, Unité 6, Act. 15.1; p. 347, Unité 6, Act. 20.1; p. 369, Unité 6, Act. 36.3; p. 376, Unité 6, Act. 42.2 Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, Act. 18.3; p. 233, Unité 4, Act. 29.3; p. 313, Unité 5, Act. 41.3
WL.K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.	SE/Learning Site: p. 224, Unité 4, Act. 21.2; p. 240, Unité 4, Act. 35.2; p. 247, Unité 4, Act. 40.2; p. 251, Unité 4, Act. 44; p. 276, Unité 5, Act. 12.2; p. 295, Unité 5, Act. 28.2; p. 300, Unité 5, Act. 31.3; p. 339, Unité 6, Act. 12.4; p. 360, Unité 6, Act. 30.3 Assessment Formative (J'avance), SE/Learning Site: p. 345, Unité 6 Act. 19.3; p. 375, Unité 6, Act. 41.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 257, Unité 4, Presentational Assessment
WL.K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	SE/Learning Site: p. 251, Unité 4, Act. 44; p. 311, Unité 5, Act. 39.2; p. 314, Unité 5, Act. 42.1; p. 328, Unité 6, Act. 4; p. 345, Unité 6 Act. 19.3
WL.K12.IM.5.5	Draft, edit, and summarize information, concepts, and ideas.	SE/Learning Site: p. 200, Unité 4, Act. 4.1; p. 243, Unité 4, Act. 37.2; p. 251, Unité 4, Act. 43.3; p. 270, Unité 5, Act. 7.2; p. 274, Unité 5, Act. 9.1; p. 275, Unité 5, Act. 11.1; p. 296, Unité 5, Act. 29.3; p. 305, Unité 5, Act. 34.2; p. 311, Unité 5, Act. 39.2; p. 329, Unité 6, Act. 6.1; p. 347, Unité 6, Act. 20.1; p. 348, Unité 6, Act. 20.2; p. 371, Unité 6, Act. 38.3; Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, Act. 18.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 257, Unité 4, Presentational Assessment
WL.K12.IM.5.6	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.	SE/Learning Site: p. 209, Unité 4, Act. 10.3; p. 211, Unité 4, Act. 11.2; p. 218, Unité 4, Act. 17; p. 224, Unité 4, Act. 21.2; p. 233, Unité 4, Act. 29.3; p. 236, Unité 4, Act. 30.3; p. 247, Unité 4, Act. 40.2; p. 251, Unité 4, Act. 44; p. 263, Unité 5, Act. 3.2; p. 266, Unité 5, Act. 6.2; p. 295, Unité 5, Act. 28.2; p. 296, Unité 5, Act. 29.3; p. 300, Unité 5, Act. 31.3; p. 305, Unité 5, Act. 34.3; p. 328, Unité 6, Act. 4; p. 344, Unité 6, Act. 17.2; p. 369, Unité 6, Act. 36.3; p. 371, Unité 6, Act. 38.2; p. 372, Unité 6, Act. 39.2; Assessment Formative (J'avance), SE/Learning Site: p. 345, Unité 6 Act. 19.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 257, Unité 4, Presentational Assessment

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WL.K12.IM.5.7	Write a narrative based on experiences that use descriptive language and details.	SE/Learning Site: p. 202, Unité 4, Act. 6; p. 211, Unité 4, Act. 11.2; p. 228, Unité 4, Act. 23.3; p. 236, Unité 4, Act. 30.3; p. 247, Unité 4, Act. 40.2; p. 328, Unité 6, Act. 4; p. 330, Unité 6, Act. 6.2; p. 343, Unité 6, Act. 16 Assessment Formative (J'avance), SE/Learning Site: p. 375, Unité 6, Act. 41.3 Assessment Summative (J'y arrive), SE/Learning Site: p. 257, Unité 4, Presentational Assessment Assessment Final, SE/Learning Site: Presentational Assessment Option B, (Écrivez un message)
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.IM.6.1	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).	SE/Learning Site: p. 230, Unité 4, Act. 25.1; p. 230, Unité 4, Act. 25.2; p. 237, Unité 4, Act. 31.1; p. 246, Unité 4, Act. 40.1; p. 262, Unité 5, Act. 2; p. 274, Unité 5, Act. 9.1; p. 274, Unité 5, Act. 10; p. 276, Unité 5, Act. 12.1; p. 277, Unité 5, Act. 13.1; p. 277, Unité 5, Act. 13.2; p. 279, Unité 5, Act. 15.1; p. 284, Unité 5, Act. 19.1; p. 284, Unité 5, Act. 19.2; p. 305, Unité 5, Act. 35; p. 349, Unité 6, Act. 22.2; p. 364, Unité 6, Act. 34.1; p. 364, Unité 6, Act. 34.2
WL.K12.IM.6.2	Use practices and characteristics of the target cultures for daily activities among peers and adults.	SE/Learning Site: p. 214, Unité 4, Act. 14; p. 237, Unité 4, Act. 31.1; p. 237, Unité 4, Act. 32; p. 246, Unité 4, Act. 39; p. 246, Unité 4, Act. 40.1; p. 248, Unité 4, Act. 41.2; p. 270, Unité 5, Act. 8.1; p. 279, Unité 5, Act. 15.1; p. 293, Unité 5, Act. 27.1; p. 304, Unité 5, Act. 34.1; p. 306, Unité 5, Act. 36.1; p. 307, Unité 5, Act. 36.2; p. 315, Unité 5, Act. 44; p. 336, Unité 6, Act. 10.2; p. 360, Unité 6, Act. 31
WL.K12.IM.6.3	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.	SE/Learning Site: p. 197, Unité 4, Act. 1; p. 205, Unité 4, Act. 7; p. 207, Unité 4, Act. 8.2; p. 208, Unité 4, Act. 9.2; p. 210, Unité 4, Act. 11.1; p. 212, Unité 4, Act. 12.1; p. 216, Unité 4, Act. 15.2; p. 217, Unité 4, Act. 16.1; p. 217, Unité 4, Act. 16.2; p. 222, Unité 4, Act. 19; p. 250, Unité 4, Act. 43.1; p. 251, Unité 4, Act. 45; p. 285, Unité 5, Act. 21; p. 333, Unité 6, Act. 7; p. 336, Unité 6, Act. 11; p. 338, Unité 6, Act. 12.3; p. 343, Unité 6, Act. 17.1; p. 344, Unité 6, Act. 17.2; p. 361, Unité 6, Act. 32.1; Nualang (Learning Site) Nualang Unité 4, Communiquons 1, Roleplay (Discuter les endroits qu'on préfère)

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WL.K12.IM.6.4	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).	SE/Learning Site: p. 199, Unité 4, Act. 3; p. 208, Unité 4, Act. 9.1; p. 208, Unité 4, Act. 9.2; p. 214, Unité 4, Act. 14; p. 230, Unité 4, Act. 25.2; p. 237, Unité 4, Act. 31.1; p. 237, Unité 4, Act. 31.2; p. 237, Unité 4, Act. 32; p. 240, Unité 4, Act. 35.1; p. 241, Unité 4, Act. 36.1; p. 242, Unité 4, Act. 37.1; p. 243, Unité 4, Act. 37.2; p. 262, Unité 5, Act. 2; p. 274, Unité 5, Act. 10; p. 276, Unité 5, Act. 12.2; p. 284, Unité 5, Act. 20; p. 304, Unité 5, Act. 34.1; p. 306, Unité 5, Act. 36.1; p. 307, Unité 5, Act. 36.2; p. 325, Unité 6, Act. 1; p. 327, Unité 6, Act. 3; p. 336, Unité 6, Act. 10.1; p. 337, Unité 6, Act. 12.1; p. 337, Unité 6, Act. 12.2; p. 349, Unité 6, Act. 22.1; p. 360, Unité 6, Act. 31; p. 361, Unité 6, Act. 32.1; p. 363, Unité 6, Act. 33.1; p. 364, Unité 6, Act. 34.2; p. 366, Unité 6, Act. 35.1; p. 373, Unité 6, Act. 40.1; p. 377, Unité 6, Act. 43 Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, Act. 18.1 Nualang (Learning Site) Nualang Unité 4, Communiquons 1, Roleplay (Discuter les endroits qu'on préfère); Unité 5, Communiquons 3, Roleplay (Discuter des habitudes)
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.IM.7.1	Use expanded vocabulary and structures in the target language to increase content area knowledge.	SE/Learning Site: p. 208, Unité 4, Act. 9.1; p. 250, Unité 4, Act. 43.1; p. 251, Unité 4, Act. 43.3; p. 277, Unité 5, Act. 13.1; p. 293, Unité 5, Act. 26; p. 305, Unité 5, Act. 35; p. 314, Unité 5, Act. 43.3; p. 336, Unité 6, Act. 10.1; p. 364, Unité 6, Act. 34.1; p. 364, Unité 6, Act. 34.2
WL.K12.IM.7.2	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.	SE/Learning Site: p. 197, Unité 4, Act. 1; p. 208, Unité 4, Act. 9.1; p. 230, Unité 4, Act. 25.1; p. 237, Unité 4, Act. 31.1; p. 243, Unité 4, Act. 37.2; p. 284, Unité 5, Act. 19.1; p. 314, Unité 5, Act. 42.1; p. 314, Unité 5, Act. 42.2; p. 333, Unité 6, Act. 7; p. 349, Unité 6, Act. 22.1; p. 376, Unité 6, Act. 42.1

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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.IM.8.1	Compare language structures and skills that transfer from one language to another.	SE/Learning Site: p. 213, Unité 4, Act. 13; p. 245, Unité 4, Act. 38; p. 278, Unité 5, Act. 14; p. 293, Unité 5, Act. 26; p. 314, Unité 5, Act. 42.2; p. 340, Unité 6, Act. 14; p. 354, Unité 6, Act. 25; p. 370, Unité 6, Act. 37; p. 340, Unité 6, Act. 14
WL.K12.IM.8.3	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.	SE/Learning Site: p. 199, Unité 4, Act. 3; p. 205, Unité 4, Act. 7; p. 208, Unité 4, Act. 9.2; p. 211, Unité 4, Act. 11.2; p. 230, Unité 4, Act. 25.2; p. 237, Unité 4, Act. 31.2; p. 237, Unité 4, Act. 32; p. 251, Unité 4, Act. 43.2; p. 251, Unité 4, Act. 45; p. 262, Unité 5, Act. 2; p. 274, Unité 5, Act. 10; p. 277, Unité 5, Act. 13.2; p. 284, Unité 5, Act. 19.2; p. 284, Unité 5, Act. 20; p. 315, Unité 5, Act. 44; p. 327, Unité 6, Act. 3; p. 333, Unité 6, Act. 7; p. 336, Unité 6, Act. 10.2; p. 336, Unité 6, Act. 11; p. 349, Unité 6, Act. 22.2; p. 360, Unité 6, Act. 31; p. 377, Unité 6, Act. 43
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>		
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.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.	SE/Learning Site: p. 250, Unité 4, Act. 43.1; p. 314, Unité 5, Act. 42.1; p. 296, Unité 5, Act. 29.3; p. 315, Unité 5, Act. 43; p. 376, Unité 6, Act. 42.2; p. 377, Unité 6, Act. 42.3 Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, 18.3; p. 375, Unité 6, Act. 41.3
WL.K12.IM.9.2	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.	SE/Learning Site: p. 250, Unité 4, Act. 43.1; p. 251, Unité 4, Act. 43.3; p. 251, Unité 4, Act. 44; p. 314, Unité 5, Act. 42.1; p. 376, Unité 6, Act. 42.1; p. 377, Unité 6, Act. 42.3 Assessment Formative (J'avance), SE/Learning Site: p. 219, Unité 4, 18.3

Florida Correlations

Subject Area: Mathematics (B.E.S.T.)

Strand: Mathematical Thinking and Reasoning

Standard 1: Actively participate in effortful learning both individually and collectively.

Clarifications

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community 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	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: • 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.	SE/Learning Site: p. 25, Unité 1, Act. 14; p. 85, Unité 2, Act. 10; p. 278, Unité 5, Act. 14; p. 293, Unité 5, Act. 26; p. 362, Unité 6, Act. 32.2;

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: • 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.		
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.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • 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. 54, Unité 1, Act. 41; p. 200, Unité 4, Act. 4.1; p. 213, Unité 4, Act. 13; p. 227, Unité 4, Act. 22; p. 293, Unité 5, Act. 27.1; p. 339, Unité 6, Act. 13; p. 362, Unité 6, Act. 32.3; p. 374, Unité 6, Act. 40.2;

Florida Correlations

Standard 3: Complete tasks with mathematical fluency.

Clarifications

Teachers who encourage students to complete tasks with mathematical fluency:

- 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	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: 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.	SE/Learning Site: p. 167, Unité 3, Act. 26; p. 248, Unité 4, Act. 41.1; p. 287, Unité 5, Act. 23.1; p. 307, Unité 5, Act. 36.2

Florida Correlations

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:

- 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: • 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. 25, Unité 1, Act. 14; p. 37, Unité 1, Act. 26; p. 167, Unité 3, Act. 26; p. 245, Unité 4, Act. 38; p. 99, Unité 2, Act. 22; p. 117, Unité 2, Act. 37; p. 152, Unité 3, Act. 15; p. 180, Unité 3, Act. 37 Assessment Midterm, SE/Learning Site Interpersonal Assessment Option B (Discutez)

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:

- 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: • 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. 25, Unité 1, Act. 14; p. 37, Unité 1, Act. 26; p. 44, Unité 1, Act. 32.1; p. 44, Unité 1, Act. 32.2; p. 85, Unité 2, Act. 10; p. 239, Unité 4, Act. 34; p. 245, Unité 4, Act. 38; p. 308, Unité 5, Act. 37; p. 99, Unité 2, Act. 22; p. 117, Unité 2, Act. 37; p. 152, Unité 3, Act. 15; p. 164, Unité 3, Act. 23.3; p. 180, Unité 3, Act. 37; p. 340, Unité 6, Act. 14; p. 370, Unité 6, Act. 37

Florida Correlations

Standard 6: Assess the reasonableness of solutions.

Clarifications

Teachers who encourage students to assess the reasonableness of solutions:

- 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: • 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. 25, Unité 1, Act. 14; p. 37, Unité 1, Act. 26; p. 44, Unité 1, Act. 32.2; p. 85, Unité 2, Act. 10; p. 117, Unité 2, Act. 37; p. 152, Unité 3, Act. 15; p. 180, Unité 3, Act. 37

Florida Correlations

Standard 7: Apply mathematics to real-world contexts.		
Clarifications Teachers who encourage students to apply mathematics to real-world contexts: • 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: • 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. 287, Unité 5, Act. 23.3; p. 302, Unité 5, Act. 33.1; p. 304, Unité 5, Act. 34.1; p. 354, Unité 6, Act. 25

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. 20, Unité 1, Act. 9.3; p. 25, Unité 1, Act. 14; p. 166, Unité 3, Act. 25; p. 209, Unité 4, Act. 10.2; p. 248, Unité 4, Act. 41.1; p. 248, Unité 4, Act. 41.2

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.	SE/Learning Site: p. 24, Unité 1, Act. 12.1; p. 32, Unité 1, Act. 22.2; p. 53, Unité 1, Act. 38.1; p. 89, Unité 2, Act. 14.1; p. 98, Unité 2, Act. 21.1; p. 115, Unité 2, Act. 34.1; p. 150, Unité 3, Act. 12.1; p. 170, Unité 3, Act. 29.1; p. 177, Unité 3, Act. 35.1

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. 24, Unité 1, Act. 12.1; p. 25, Unité 1, Act. 14; p. 32, Unité 1, Act. 22.2; p. 53, Unité 1, Act. 38.1

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. 25, Unité 1, Act. 14; p. 37, Unité 1, Act. 26; p. 167, Unité 3, Act. 26; p. 174, Unité 3, Act. 32.2; p. 245, Unité 4, Act. 38; p. 99, Unité 2, Act. 22; p. 117, Unité 2, Act. 37; p. 152, Unité 3, Act. 15; p. 180, Unité 3, Act. 37

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.	Assessment Summative (J'avance), SE/Learning Site: p. 65, Unité 1, Presentational Assessment; p. 129, Unité 2, Presentational Assessment; p. 193, Unité 3, Presentational Assessment

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. 36, Unité 1, Act. 25.2 TE/Learning Site p. 178, Unité 3, Language

Subject Area: English Language DevelopmentGrade: 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.	TE/Learning Site p. 7, Unité 1, Supporting Heritage Learners; p. 44, Unité 1, Spanish Language Connections; p. 46, Unité 1, Supporting Heritage Learners; p. 81, Unité 2, Supporting Heritage Learners; p. 133, Unité 3, Supporting Heritage Learners; p. 145, Unité 2, Supporting Heritage Learners; p. 152, Unité 3, Supporting Heritage Learners; p. 158, Unité 3, Supporting Heritage Learners