

Subject: French

Course Title: French 2

Course #: 701330

Grade Level: 9-12

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)
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.	p. 9, Act. 1, Ét. 2 (Audiovisual/Video in Explorer); p. 61, Act. 2, Ét. 2 (Print & Audiovisual/Video in Explorer); p. 117, Act. 2, Ét. 2 (Print & Audiovisual/Video in Explorer); p. 125, Act. 8, Ét. 1 (Audio/Audio in Explorer); p. 134, J'avance, Ét. 1 (Audio/Audio in Explorer); p. 140, Act. 18, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 180, Act. 9, Ét. 1 (Audio/Audio in Explorer); p. 182, Act. 10, Ét. 1 (Print & Audiovisual/Video in Explorer)
WL.K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	p. 9, Act. 1, Ét. 3 (Audiovisual/Video in Explorer); p. 19, Act. 7, Ét. 2 (Print & Audio/Audio in Explorer); p. 72, Act. 7, Ét. 2 Audio/Audio in Explorer); p. 118, Act. 3, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 150, Act. 23 (Audio/Audio in Explorer); p. 169, Act. 2, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 199, Act. 21, Ét. 1 (Print & Audiovisual/Video in Explorer)
WL.K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	p. 95, Act. 22, Ét. 2 (Print & Audio/Audio in Explorer); p. 99, Act. 25, Ét. 2 (Print & Audio/Audio in Explorer); p. 125, Act. 7, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 125, Act. 7, Ét. 2 (Print & Audiovisual/Video in Explorer); p. 170, Act. 3, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 216, J'avance, Ét. 1 (Audiovisual/Video in Explorer)
WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented through a variety of media	p. 11, Act. 3, Ét. 2 (Print & Audiovisual/Video in Explorer); p. 125, Act. 7, Ét. 3 (Print & Audiovisual/Video in Explorer); p. 139, Act. 17, Ét. 1 (Audio/Audio in Explorer); p. 187, Act. 13 (Audio/Audio in Explorer)
WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	p. 19, Act. 7, Ét. 2 (Audio/Audio in Explorer); p. 27, J'avance, Ét. 1 (Audio/Audio in Explorer); p. 79, Act. 11, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 80, J'avance, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 137, Act. 16 (Print & Audiovisual/Video in Explorer); p. 176, Act. 7 (Audiovisual/Video in Explorer); p. 185, J'avance, Ét. 1 (Audio/Audio in Explorer)
WL.K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions in familiar settings.	p. 40, Act. 23 (Audio/Audio in Explorer); p. 84, Act. 14 (Print & Audiovisual/Video in Explorer); p. 204, Act. 24 (Print & Audio/Audio in Explorer)

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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.	p. 6-8, Rencontre interculturelle; p. 17, Act. 6, Ét. 1; p. 19, Act. 7, Ét. 1; p. 29, Act. 13; p. 36, Act. 20, Ét. 1; p. 42, Act. 25; p. 47, Act. 28, Ét. 1; p. 60, Act. 1, Ét. 1; pp. 68-69, Act. 5, Ét. 1 & 2; pp. 71-72, Act. 7, Ét. 1; p. 76, Act. 9, Ét. 1; p. 88, Act. 16, Ét. 1; pp. 90-91, Act. 18, Ét. 1 & 2; p. 94, J'avance, Ét. 1 (Text in Explorer); p. 95, Act. 22, Ét. 2; pp. 114-115, Act. 1, Ét. 1; p. 116, Act. 2, Ét. 1; pp. 118-119, Act. 3, Ét. 2; p. 127, Act. 9, Ét. 1; pp. 132-133, Act. 13, Ét. 2; p. 136, Act. 15, Ét. 1; p. 145, Zoom culture (Réflexion); p. 148, Act. 21, Ét. 1; p. 151, Act. 24, Ét. 1; pp. 166-168, Act. 1; p. 175-176, Act. 6, Ét. 1; p. 183, Act. 10, Ét. 2; p. 188, Act. 14, Ét. 1; p. 189-90, Act. 15, Ét. 1 & 2; p. 192, Act. 16, Ét. 1; pp. 193-194, Act. 17, Ét. 1 & 2; P. 207, Act. 25; p. 208, Act. 26, Ét. 1; p. 210, Act. 27, Ét. 1
WL.K12.IL.2.2	Interpret written literary text in which the writer tells or asks about familiar topics.	p. 155, Act. 26, Ét. 1; pp. 178-179, Act. 8, Ét. 1
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.	p. 13, Act. 5; p. 17, Act. 6, Ét. 2; pp. 21-22, Act. 9, Ét. 1 & 2; pp. 44-45, Act. 26, Ét. 1 & 2; p. 77, Act. 10, Ét. 1; pp. 82-83, Act. 13, Ét. 1; p. 98, Act. 25, Ét. 1; p. 105, J'avance, Ét. 1 (Text and other materials in Explorer); p. 128, Act. 10; pp. 202-203, Act. 23, Ét. 1
WL.K12.IL.2.4	Demonstrate understanding of vocabulary used in context when following written directions.	pp. 41-42, Act. 24, Ét. 1 & 2; p. 84, Dans la cuisine; p. 110, J'y arrive, Ét. 1 (Text and other materials in Explorer)

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WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.	p. 31, Act. 15, Ét. 2 (Speaking); p. 36, Act. 20, Ét. 2 (Writing); p. 45, Act. 27 (Speaking); p. 124, Act. 6, Ét. 3 (Writing); p. 143, Act. 19, Ét. 2 (Speaking); p. 156, Act. 27, Ét. 2 (Speaking); p. 183, Act. 10, Ét. 3 (Writing); p. 192, Act. 16, Ét. 2 (Speaking); p. 196, Act. 19, Ét. 1 (Speaking)
WL.K12.IL.3.2	Interact with others in everyday situations.	p. 33, Act. 17, Ét. 2 (Speaking); p. 36, Act. 20, Ét. 2 (Writing); p. 40, Act. 22 (Speaking); p. 47, Act. 28, Ét. 2 (Speaking); p. 71, Act. 6, Ét. 3 (Speaking); p. 74, Act. 8, Ét. 1 (Speaking); p. 96, Act. 22, Ét. 3 (Speaking); p. 97, Act. 24, Ét. 2 (Speaking); p. 98, Act. 25, Ét. 2 (Writing); p. 149, Act. 21, Ét. 2 (Speaking); p. 171, Act. 4 (Speaking); p. 192, Act. 16, Ét. 2 (Speaking); p. 196, Act. 19, Ét. 1 (Speaking)
WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.	p. 9, Act. 1, Ét. 4 (Speaking); p. 71, Act. 6, Ét. 3 (Speaking); p. 115, Act. 1, Ét. 2 (Speaking); p. 156, Act. 27, Ét. 2 (Speaking); p. 157, J'avance, Ét. 2 (Writing); p. 176, Act. 6, Ét. 2 (Speaking); p. 178, Act. 7, Ét. 2 (Speaking)
WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.	p. 19, Act. 7, Ét. 3 (Speaking); p. 36, Act. 20, Ét. 2 (Writing); p. 45, Act. 27 (Speaking); p. 48, Act. 29, Ét. 2 (Speaking); p. 91, Act. 19 (Speaking); p. 92, Act. 20, Ét. 1 (Speaking); p. 126, Act. 8, Ét. 2 (Speaking); p. 136, Act. 14, Ét. 2 (Speaking); p. 143, Act. 19, Ét. 2 (Speaking); p. 156, Act. 27, Ét. 2 (Speaking); p. 171, Act. 4 (Speaking); p. 192, Act. 16, Ét. 2 (Speaking); p. 196, Act. 19, Ét. 1 (Speaking)
WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	p. 12, Act. 4 (Writing); p. 26, Act. 11, Ét. 2 (Speaking); p. 33, Act. 17, Ét. 2 (Speaking); p. 36, Act. 20, Ét. 2 (Writing); p. 40, Act. 22 (Speaking); p. 70, Act. 5, Ét. 3 (Writing); p. 96, Act. 22, Ét. 3 (Speaking); pp. 102, Act. 26, Ét. 1 & 2 (Writing); p. 104, Act. 27 (Speaking); p. 139, Act. 17, Ét. 2 (Writing); p. 178, Act. 7, Ét. 2 (Speaking); p. 200-201, Act. 22, Ét. 1 (Writing)
WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.	p. 35, Act. 19, Ét. 2 (Speaking); p. 41-42, Act. 23, Ét. 2 (Speaking); p. 133, Act. 13, Ét. 2 (Speaking); p. 149, Act. 21, Ét. 2 (Speaking); p. 156, Act. 27, Ét. 2 (Speaking); p. 171, Act. 4 (Speaking); p. 183, Act. 10, Ét. 3 (Writing); p. 192, Act. 16, Ét. 2 (Speaking)
WL.K12.IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.	p. 83, Act. 13, Ét. 2 (Speaking); p. 124, Act. 6, Ét. 3 (Writing); p. 133, Act. 13, Ét. 2 (Speaking); p. 141, Act. 18, Ét. 3 (Speaking); p. 188, Act. 14, Ét. 2 (Speaking)
WL.K12.IL.3.8	Initiate, engage, and exchange basic information to solve a problem.	p. 36, Act. 20, Ét. 2 (Writing); p. 37, J'avance, Ét. 3 (Speaking); p. 39, Act. 21 (Writing); p. 40, Act. 22 (Speaking); p. 42, Act. 25 (Speaking); p. 70, Act. 5, Ét. 3 (Writing); p. 104, Act. 27 (Speaking); p. 119, Act. 3, Ét. 3 (Speaking); p. 127, Act. 9, Ét. 2 (Writing); p. 139, Act. 17, Ét. 2 (Writing); p. 149, Act. 21, Ét. 2 (Speaking); p. 178, Act. 7, Ét. 2 (Speaking); p. 190, Act. 15, Ét. 3 (Speaking)

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WL.K12.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.	p. 11, Act. 3, Ét. 1; p. 25, Act. 10, Ét. 2; p. 64, Act. 4; p. 99, Act. 25, Ét. 3; p. 152, Act. 24, Ét. 2; p. 155, Act. 26, Ét. 2; p. 169, Act. 2, Ét. 2
WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	p. 31, Act. 15, Ét. 3; p. 77, Act. 9, Ét. 2; p. 79, Act. 11, Ét. 2p. 120, Act. 5, Ét. 2; p. 152, Act. 24, Ét. 2 p. 184, Act. 11, Ét. 2; p. 196, Act. 20
WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	p. 20, Act. 8, Ét. 3; p. 64, Act. 4; p. 72, Act. 7, Ét. 3; p. 105, J'avance, Ét. 3 (materials in Explorer); p. 119, Act. 3, Ét. 4; p. 130, Act. 11; p. 143, Act. 19, Ét. 3; p. 152, Act. 24, Ét. 2; p. 157, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 180, Act. 9, Ét. 2; p. 202, Act. 22, E2
WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	p. 49, J'avance, Ét. 3; p. 85, Act. 14, Ét. 2
WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.	p. 155, Act. 26, Ét. 1 & 2; p. 178-179, Act. 8, Ét. 1 & 2; p. 242, Act. 13 Other: At the teacher's discretion, students can create and present skits related to any of the themes in the text.
WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.	p. 79, Act. 11, Ét. 2; p. 85, Act. 14, Ét. 2; p. 196, Act. 20

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WL.K12.IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.	p. 30, Act. 14; p. 35, Act. 19, Ét. 1; p. 37, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 42, Act. 24, Ét. 3; p. 61, Act. 1, Ét. 3; p. 93, Act. 21, Ét. 1; p. 132, Act. 12; p. 133, Act. 13, Ét. 3; p. 156, Act. 27, Ét. 1; p. 171, Act. 3, Ét. 2; p. 179, Act. 8, Ét. 2; p. 184, Act. 12; p. 211, J'avance, Ét. 2
WL.K12.IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details.	p. 33, Act. 17, Ét. 1; p. 78, Act. 10, Ét. 2; p. 80, J'avance, Ét. 3; p. 86, Act. 15, Ét. 2; p. 89, Act. 17; p. 92, Act. 20, Ét. 1; p. 94, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 150, Act. 22, Ét. 2; p. 172, Act. 5; p. 192, Act. 16, Ét. 3; p. 195, Act. 18; p. 217, J'y arrive, Ét. 3 (PDF and other materials in Explorer)
WL.K12.IL.5.3	Express and support opinions on familiar topics using a series of sentences.	p. 74, Act. 8, Ét. 2; p. 120, Act. 5, Ét. 1; p. 138, Act. 16, Ét. 2; p. 144, Act. 20, Ét. 2; p. 156, Act. 27, Ét. 1; p. 196, Act. 19, Ét. 2; p. 209, Act. 26, Ét. 2
WL.K12.IL.5.4	Compare and contrast information, concepts, and ideas.	p. 20, Act. 8, Ét. 2; p. 74, Act. 8, Ét. 2; p. 82, Act. 12, Ét. 2; p. 141, Act. 18, Ét. 2; p. 169, Act. 2, Ét. 2
WL.K12.IL.5.5	Develop questions to obtain and clarify information.	p. 96, Act. 23, Ét. 2; p. 143, Act. 19, Ét. 1; p. 144, Act. 20, Ét. 2; p. 200, Act. 21, Ét. 3; p. 246, Act. 16, Ét. 1; p. 263, Act. 26, Ét. 2; p. 265, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 317, Act. 26, Ét. 2
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).	p. 97, Act. 24, Ét. 1; p. 178, Act. 7, Ét. 2; p. 184, Act. 11, Ét. 1; p. 197, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 205, Act. 24, Ét. 2
WL.K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	p. 27, J'avance, Ét. 3; p. 48, Act. 29, Ét. 1; p. 55, J'y arrive, Ét. 3 (PDF and other materials in Explorer); p. 97, Act. 24, Ét. 1; p. 150, Act. 22, Ét. 2; p. 156, Act. 27, Ét. 1; p. 184, Act. 11, Ét. 1; p. 196, Act. 19, Ét. 2

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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.	p. 9, Act. 1, Ét. 4; p. 9, Réflexion interculturelle (discussion forum in Explorer); p. 45, Zoom culture; p. 77, Act. 10, Ét. 1; p. 78, Zoom culture (Réflexion); p. 86, Zoom culture; p. 93, Act. 21, Ét. 1 & 2; p. 100, Réflexion interculturelle (discussion forum in Explorer); p. 117, Réflexion interculturelle (discussion forum in Explorer); p. 129, Réflexion interculturelle (discussion forum in Explorer); p. 145, Zoom culture (Réflexion); p. 147, Réflexion interculturelle (discussion forum in Explorer)
WL.K12.IL.6.2	"Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	p. 23, Zoom culture (Réflexion); p. 45, Zoom culture (Réflexion); p. 78, Zoom culture (Réflexion); p. 78, Zoom culture; p. 83, Réflexion interculturelle (discussion forum in Explorer); p. 86, Zoom culture; p. 93, Act. 21, Ét. 1; p. 100, Réflexion interculturelle (discussion forum in Explorer); p. 117, Réflexion interculturelle (discussion forum in Explorer); 9. 129, Zoom culture (Réflexion); p. 129, Réflexion interculturelle (discussion forum in Explorer); p. 141, Réflexion interculturelle (discussion forum in Explorer); p. 145, Zoom culture (Réflexion); p. 152, Zoom culture (Réflexion)
WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	pp. 6-7, Rencontre interculturelle; pp. 58-59, Rencontre interculturelle; pp. 60-61, Act. 1, Ét. 1 & 2; p. 61, Réflexion interculturelle (discussion forum in Explorer); pp. 114-115, Rencontre interculturelle; p. 115, Act. 1, Ét. 1
WL.K12.IL.6.4	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).	pp. 6-7, Rencontre interculturelle; p. 21, Act. 9, Ét. 1; pp. 58-59, Rencontre interculturelle; pp. 64-65, Act. 4; p. 64, Comment dit-on? 1; pp. 71-72, Act. 7, Ét. 1; p. 73, Encore des plats traditionnels; p. 76, Act. 9, Ét. 1; p. 78, Zoom culture; pp. 82-83, Act. 13, Ét. 1; p. 83, Réflexion interculturelle (discussion forum in Explorer); p. 85, Act. 15, Ét. 1; p. 93, Act. 21, Ét. 1; p. 97, Zoom culture; pp. 114, Rencontre interculturelle; p. 115, Act. 1, Ét. 1
WL.K12.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.	p. 44, Act. 26, Ét. 1; p. 45, Réflexion interculturelle (discussion forum in Explorer); pp. 58-59, Rencontre interculturelle; p. 77, Act. 10, Ét. 1; pp. 82-83, Act. 13, Ét. 1; pp. 114-115, Rencontre interculturelle; p. 115, Act. 1, Ét. 1; p. 154, Act. 25
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.	p. 30, Zoom culture (Réflexion); pp. 58-59, Rencontre interculturelle; pp. 60-61, Act. 1, Ét. 1 & 2; p. 76, Act. 9, Ét. 1; p. 77, Act. 10, Ét. 1; pp. 82-83, Act. 13, Ét. 1; p. 86, Zoom culture; pp. 114, Rencontre interculturelle; p. 115, Act. 1, Ét. 1; p. 140, Act. 18, Ét. 1; p. 145, Zoom culture (Réflexion); p. 149, Act. 22, Ét. 1; p. 152, Zoom culture

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WL.K12.IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.	p. 9, Act. 1, Ét. 4 (Cultural); p. 17, Act. 6, Ét. 2 (Cultural); p. 18, Réflexion interculturelle (Cultural) (discussion forum in Explorer); p. 22, Act. 9, Ét. 2 (Cultural); p. 23, Zoom culture & Réflexion interculturelle (Cultural) (discussion forum in Explorer); p. 24, Découvertes (Linguistic); p. 29, Act. 13 (Linguistic); p. 34, Découvertes (Linguistic); p. 39, Prononciation (Linguistic) (audio and PDF in Explorer); p. 41, Détail grammatical (Linguistic); p. 42, Détail grammatical (Linguistic); p. 46, Découvertes (Linguistic); p. 47, Act. 28, Ét. 2; p. 61, Act. 1, Ét. 4 (Cultural); p. 61, Réflexion interculturelle (Cultural) (discussion forum in Explorer); p. 64, Rappel (Linguistic); p. 73, Réflexion interculturelle (Cultural) (discussion forum in Explorer); p. 74, Stratégies (Linguistic); p. 75, Découvertes (Linguistic); p. 77, Act. 10, Ét. 2 (Cultural); p. 81, Détail grammatical (Linguistic); p. 83, Réflexion interculturelle (Cultural) (discussion forum in Explorer); p. 87, Découvertes (Linguistic); p. 97, Zoom culture - Réflexion (Cultural); p. 101, Découvertes (Linguistic); p. 117, Réflexion interculturelle (Cultural) (discussion forum in Explorer); p. 131, Découvertes (Linguistic); p. 135, Rappel (Linguistic); p. 139, Prononciation (Linguistic) (PDF and audio in Explorer); p. 142, Découvertes (Linguistic); p. 145, Zoom culture - Réflexion (Cultural); p. 147, Réflexion interculturelle (Cultural) (discussion forum in Explorer); p. 150, Détail grammatical (Linguistic); p. 153, Découvertes (Linguistic)
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.	p. 18, Détail linguistique & Détail grammatical; p. 28, Détail linguistique; p. 39, Détail linguistique p. 63, Rappel; p. 68, Expressions utiles; p. 70, Rappel; p. 81, Rappel; p. 95, Une invitation à un repas; p. 96, Rappel & Expressions utiles; p. 98, Détail linguistique p. 122, Expressions utiles; p. 136, Détail linguistique; p. 148, Expressions utiles; p. 150, Expressions utiles; p. 152, Détail linguistique
WL.K12.IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.	pp. 6-7, Rencontre interculturelle; pp. 58-59, Rencontre interculturelle; p. 97, Zoom culture; pp. 114-115, Rencontre interculturelle; p. 141, Act. 18, Ét. 3; p. 145, Zoom culture (Réflexion)
WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	p. 55, J'y arrive, Ét. 1-3 (PDF and other materials in Explorer); p. 84, Dans la cuisine; p. 84, Act. 14, Ét. 1; pp. 110-111, J'y arrive, Ét. 1-3 (PDF and other materials in Explorer); p. 157, J'avance, Ét. 1-3; p. 163, J'y arrive, Ét. 3 (PDF and other materials in Explorer); p. 178-179, Act. 8, Ét. 1
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.	p. 37, J'avance, Ét. 2; p. 55, J'y arrive, Ét. 1-3 (PDF and other materials in Explorer); p. 80, J'avance, Ét. 3; p. 105, J'avance, Ét. 1-3 (PDF and other materials in Explorer); p. 140, Act. 18, Ét. 1



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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.	p. 225, Act. 5 (Print & Audio/Audio in Explorer); p. 277, Act. 2, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 279, Act. 4 (Audio/Audio in Explorer); p. 295, Act. 14 (Audiovisual/Video in Explorer); p. 297, Act. 15, Ét. 2 (Audio/Audio in Explorer); p. 306, Act. 20, Ét. 2 (Audio/Audio in Explorer); p. 309, Act. 22, Ét. 1 (Print & Audiovisual/Video in Explorer)
WL.K12.IM.1.2	"Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.	p. 226, Act. 5, Ét. 2 (Print & Audio/Audio in Explorer); p. 245, Act. 15, Ét. 1 (Print & Audio/Audio in Explorer); p. 250, Act. 19, Ét. 1 (Audio & Presentational Writing/Audio in Explorer); p. 262, Act. 25, Ét. 1 (Print & Audio/Audio in Explorer); p. 292, J'avance, Ét. 2 (Audiovisual/Video in Explorer)
WL.K12.IM.1.3	"Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.	p. 283, Act. 6, Ét. 1 (Audio/Audio in Explorer); p. 289, Act. 9, Ét. 1 (Print & Audio/Audio in Explorer); p. 314, Act. 24, Ét. 2 (Audio/Audio in Explorer); p. 317, Act. 26, Ét. 1 (Print & Audio/Audio in Explorer)
WL.K12.IM.1.4	"Identify essential information and supporting details on familiar topics presented through a variety of media.	p. 146, J'avance, É1 (Audiovisual/Video in Explorer); p. 229, Act. 6, Ét. 1 (Print & Audio/Audio in Explorer); p. 242, Act. 13 (Audio/Audio in Explorer); p. 285, Act. 8, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 290, Act. 11 (Audiovisual/Video in Explorer); p. 294, Act. 13, Ét. 2 (Print & Audio/Audio in Explorer)
WL.K12.IM.1.5	"Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	p. 140, Act. 18, É1 (Print & Audiovisual/Video in Explorer); p. 154, Act. 25 (Print & Audiovisual/Video in Explorer); p. 254, Act. 21, Ét. 1 (Audiovisual/Video in Explorer); p. 259, Act. 24, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 265, J'avance, Ét. 1 (Audiovisual/Video in Explorer); p. 318, Act. 27, Ét. 1 (Audiovisual/Video in Explorer)
WL.K12.IM.1.6	"Demonstrate understanding of complex directions and instructions in familiar settings.	p. 264, Act. 27, Ét. 1 (Audio/Audio in Explorer); p. 270, J'y arrive, Ét. 1 (Print & Audiovisual/Video in Explorer); p. 303, J'avance, Ét. 2 (Audio/Audio in Explorer)



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WL.K12.IM.2.1	"Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.	pp. 220-222, Rencontre interculturelle & Act. 1; p. 239, J'avance, Ét.1 (PDF and other materials Explorer); p. 246, Act. 16, Ét. 1; p. 249, Act. 18, Ét. 1; pp. 252-253, Act. 20, Ét. 1; pp. 274-276, Rencontre interculturelle & Act. 1; p. 289, Act. 9, Ét. 2; p. 294, Act. 13, Ét. 1; p. 296, Act. 15, Ét. 1; pp. 298-299, Act. 16, Ét. 1 & 2; p. 305, Act. 20, Ét. 1; p. 311-312, Act. 23, Ét. 1; p. 313, Act. 24, Ét. 1
WL.K12.IM.2.2	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.	p. 155, Act. 26, Ét. 1; p. 242, Act. 13 (Print & Audio/Audio in Explorer)
WL.K12.IM.2.3	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.	p. 230, Act. 7, Ét. 1; pp. 232-233, Act. 8, Ét. 1; p. 237, Act. 10, Ét. 1; pp. 254-255, Act. 22, Ét. 1; p. 257, Act. 23, Ét. 1; p. 259, Act. 24, Ét. 2; p. 285, Act. 8, Ét. 2; p. 307, Act. 21, Ét. 1
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.	p. 248-249, Act. 17, Ét. 1 & 2; pp. 254-255, Act. 22, Ét. 1; p. 257, Act. 23, Ét. 1; p. 285, Act. 8, Ét. 2; p. 307, Act. 21, Ét. 1

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)
WL.K12.IM.3.1	"Express views and effectively engage in conversations on a variety of familiar topics.	p. 224, Act. 3 (Writing); p. 245, Act. 15, Ét. 2 (Speaking); p. 249, Act. 18, Ét. 2 (Speaking); p. 260, Act. 24, Ét. 2 (Speaking); p. 264, Act. 27, Ét. 2 (Writing); p. 280, Act. 5, Ét. 3 (Speaking); p. 283, Act. 7, Ét. 1 (Speaking); p. 290, Act. 9, Ét. 3 (Speaking); p. 299, Act. 16, Ét. 3 (Speaking); p. 308, Act. 21, Ét. 2 (Speaking); p. 318, Act. 27, Ét. 2 (Speaking)
WL.K12.IM.3.2	Ask and answer questions on familiar topics to clarify information and sustain a conversation.	p. 229, Act. 6, Ét. 2 (Speaking); p. 258, Act. 23, Ét. 2 (Speaking); p. 263, Act. 26, Ét. 2 (Speaking); p. 264, Act. 27, Ét. 2 (Writing); p. 280, Act. 5, Ét. 3 (Speaking); p. 283, Act. 7, Ét. 1 (Speaking); p. 299, Act. 16, Ét. 3 (Speaking); p. 302, Act. 19 (Speaking); p. 308, Act. 21, Ét. 2 (Speaking); p. 316, Act. 25, Ét. 2 (Speaking)
WL.K12.IM.3.3	Express personal views and opinions on a variety of topics.	p. 224, Act. 3 (Writing); p. 229, Act. 6, Ét. 2 (Speaking); p. 245, Act. 15, Ét. 2 (Speaking); p. 249, Act. 18, Ét. 2 (Speaking); p. 258, Act. 23, Ét. 2 (Speaking); p. 260, Act. 24, Ét. 2 (Speaking); p. 283, Act. 7, Ét. 1 (Speaking); p. 296, Act. 15, Ét. 1 (Writing); p. 308, Act. 21, Ét. 2 (Speaking); p. 313, Act. 23, Ét. 2 (Speaking); p. 318, Act. 27, Ét. 2 (Speaking)
WL.K12.IM.3.4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).	p. 223, Act. 2, Ét. 2 (Speaking); p. 229, Act. 6, Ét. 2 (Speaking); p. 241, Act. 12, Ét. 2 (Speaking); p. 249, Act. 18, Ét. 2 (Speaking); p. 260, Act. 24, Ét. 2 (Speaking); p. 291, Act. 12, Ét. 2 (Writing); p. 292, J'avance, Ét. 1 (Speaking); p. 302, Act. 19 (Speaking); p. 309, Act. 22, Ét. 2 (Speaking)
WL.K12.IM.3.5	Initiate and maintain a conversation on a variety of familiar topics.	p. 126, Act. 8, Ét. 2; p. 143, Act. 19, Ét. 2; p. 146, J'avance, Ét. 3; p. 49, Act. 21, Ét. 2; p. 280, Act. 5, Ét. 3; p. 299, Act. 16, Ét. 3; p. 313, Act. 23, Ét. 2
WL.K12.IM.3.6	"Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.	p. 238, Act. 11, Ét. 3 (Speaking); p. 241, Act. 12, Ét. 2 (Speaking); p. 258, Act. 23, Ét. 2 (Speaking); p. 280, Act. 5, Ét. 3 (Speaking); p. 283, Act. 7, Ét. 1 (Speaking); p. 292, J'avance, Ét. 1 (Speaking); p. 299, Act. 16, Ét. 3 (Speaking); p. 313, Act. 23, Ét. 2 (Speaking)
WL.K12.IM.3.7	"Follow grammatical rules for self-correction when speaking.	p. 238, Act. 11, Ét. 3 (Speaking); p. 249, Act. 18, Ét. 1 (Speaking); p. 263, Act. 26, Ét. 2 (Speaking); p. 280, Act. 5, Ét. 3 (Speaking); p. 290, Act. 9, Ét. 3 (Speaking); p. 292, J'avance, Ét. 1 (Speaking); p. 302, Act. 18 (Writing); p. 302, Act. 19 (Speaking); p. 313, Act. 23, Ét. 2 (Speaking); p. 318, Act. 27, Ét. 2 (Speaking)
WL.K12.IM.3.8	"Describe a problem or situation with details and state an opinion.	p. 231, Act. 7, Ét. 2 (Writing); p. 241, Act. 12, Ét. 2 (Speaking); p. 245, Act. 15, Ét. 2 (Speaking); p. 249, Act. 18, Ét. 2 (Speaking); p. 258, Act. 23, Ét. 2 (Speaking); p. 260, Act. 24, Ét. 2 (Speaking); p. 264, Act. 27, Ét. 2 (Writing); p. 292, J'avance, Ét. 1 (Speaking); p. 296, Act. 15, Ét. 1 (Writing); p. 299, Act. 16, Ét. 3 (Speaking); p. 309, Act. 22, Ét. 2 (Speaking); p. 313, Act. 23, Ét. 2 (Speaking); p. 316, Act. 25, Ét. 2 (Speaking)

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)
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.	p. 233, Act. 8, Ét. 2; p. 234, Act. 9, Ét. 2; p. 237, Act. 10, Ét. 2; p. 239, J'avance, Ét. 3; p. 256, Act. 22, Ét. 2; p. 271, J'y arrive, Ét. 2; p. 308, Act. 21, Ét. 3
WL.K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.	p. 251, J'avance, Ét. 3; p. 253, Act. 20, Ét. 3; p. 262, Act. 25, Ét. 2; p. 283, Act. 6, Ét. 2; p. 291, Act. 12, Ét. 1; p. 299, Act. 16, Ét. 2; p. 303, J'avance, Ét. 1; p. 318, Act. 27, Ét. 3
WL.K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.	p. 196, Act. 20; p. 192, Act. 16, Ét. 3; p. 209, Act. 26, Ét. 2; p. 262, Act. 25, Ét. 2
WL.K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.	p. 233, Act. 8, Ét. 2; p. 234, Act. 9, Ét. 2; p. 237, Act. 10, Ét. 2; p. 271, J'y arrive, Ét. 2; p. 308, Act. 21, Ét. 3; p. 318, Act. 27, Ét. 3
WL.K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.	p. 256, Act. 22, Ét. 2; p. 262, Act. 25, Ét. 2
WL.K12.IM.4.6	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.	p. 225, Act. 4, Ét. 2; p. 246, Act. 16, Ét. 2; p. 251, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 297, Act. 15, Ét. 3; p. 303, J'avance, Ét. 1 (PDF and other materials in Explorer); p. 318, Act. 27, Ét. 3

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WL.K12.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.	p. 172, Act. 5; p. 192, Act. 16, Ét. 3; p. 243, Act. 14; p. 253, Act. 20, Ét. 3; p. 254, Act. 21, Ét. 2; p. 280, Act. 5, Ét. 2; p. 290, Act. 10; p. 314, Act. 24, Ét. 3; p. 325, J'y arrive, Ét. 2 (PDF and other materials in Explorer)
WL.K12.IM.5.2	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.	p. 233, Act. 8, Ét. 1; p. 234, Act. 9, Ét. 1; p. 250, Act. 19, Ét. 2; p. 258, Act. 23, Ét. 3; p. 284, Act. 7, Ét. 2
WL.K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.	p. 234, Act. 9, Ét. 1; p. 249, Act. 18, Ét. 2; p. 250, Act. 19, Ét. 1; p. 286, Act. 8, Ét. 3; p. 290, Act. 10; p. 292, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 306, Act. 20, Ét. 3; p. 314, Act. 24, Ét. 3; p. 319, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 325, J'y arrive, Ét. 2 (PDF and other materials in Explorer)
WL.K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	p. 233, Act. 8, Ét. 1; p. 234, Act. 9, Ét. 1; p. 250, Act. 19, Ét. 2; p. 284, Act. 7, Ét. 2; p. 316, Act. 25, Ét. 3
WL.K12.IM.5.5	Draft, edit, and summarize information, concepts, and ideas.	p. 233, Act. 8, Ét. 1; p. 258, Act. 23, Ét. 3; p. 278, Act. 3; p. 279, Act. 5, Ét. 1; p. 291, Act. 11, Ét. 2; p. 316, Act. 25, Ét. 2
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.	p. 217, J'y arrive, Ét. 3 (PDF and other materials in Explorer); p. 250, Act. 19, Ét. 2; p. 258, Act. 23, Ét. 3; p. 280, Act. 5, Ét. 2; p. 290, Act. 10; p. 292, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 306, Act. 20, Ét. 3; p. 314, Act. 24, Ét. 3; p. 316, Act. 25, Ét. 3; p. 319, J'avance, Ét. 3 (PDF and other materials in Explorer)
WL.K12.IM.5.7	Write a narrative based on experiences that uses descriptive language and details.	p. 172, Act. 5; p. 192, Act. 16, Ét. 3; p. 209, Act. 26, Ét. 2; p. 217, J'y arrive, Ét. 3 (PDF and other materials in Explorer); p. 234, Act. 9, Ét. 1; p. 254, Act. 21, Ét. 2; p. 280, Act. 5, Ét. 2

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WL.K12.IM.6.1	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).	p. 169, Réflexion interculturelle (discussion forum in Explorer); p. 186, Je fais des recherches (discussion forum in Explorer); p. 194, Zoom culture; p. 200, Réflexion interculturelle; p. 201, Zoom culture; p. 232, Présenter des statistiques; p. 233, Réflexion interculturelle (discussion forum in Explorer); p. 235, Zoom culture; p. 237, Act. 10, Ét. 1; p. 241, Zoom culture; p. 248, Act. 17, Ét. 1 & 2; p. 287, Zoom culture; p. 222, Réflexion interculturelle (discussion forum in Explorer); p. 233, Réflexion interculturelle (discussion forum in Explorer); p. 242, Réflexion interculturelle (discussion forum in Explorer); p. 257, Act. 23, Ét. 1; p. 258, Réflexion interculturelle (discussion forum in Explorer); p. 287, Zoom culture; p. 295, Zoom culture; p. 310, Zoom culture; 277, Réflexion interculturelle (discussion forum in Explorer); p. 283, Réflexion interculturelle (discussion forum in Explorer); p. 287, Réflexion interculturelle (discussion forum in Explorer); p. 306, Réflexion interculturelle (discussion forum in Explorer); p. 307, Act. 21, Ét. 1; p. 310, Zoom culture
WL.K12.IM.6.2	Use practices and characteristics of the target cultures for daily activities among peers and adults.	p. 186, Je fais des recherches; p. 194, Zoom culture (Réflexion); p. 198, Je bouge en ville; p. 201, Zoom culture; p. 222, Réflexion interculturelle (discussion forum in Explorer); p. 233, Réflexion interculturelle (discussion forum in Explorer); p. 241, Zoom culture; p. 242, Réflexion interculturelle (discussion forum in Explorer); p. 248, Act. 17, Ét. 1 & 2; p. 258, Réflexion interculturelle (discussion forum in Explorer); p. 235, Zoom culture; p. 241, Zoom culture ; p. 277, Act. 2, Ét. 2; p. 277, Réflexion interculturelle (Discussion forum in Explorer); p. 287, Zoom culture; p. 295, Zoom culture; p. 306, Réflexion interculturelle (discussion forum in Explorer); p. 310, Zoom culture; p. 313, Stratégies (video in Explorer)
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.	pp. 166-167, Rencontre interculturelle (and opportunity to research additional contributions of individuals from Paris, France); p. 168, Act. 1; p. 174, Comment dit-on? 1; p. 175, Réflexion interculturelle (discussion forum in Explorer); pp. 220-221, Rencontre interculturelle (opportunity to research contributions of individuals from Bourgogne, France) ; pp. 274-275, Rencontre interculturelle (opportunity to research contributions of individuals from Cameroun)
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).	pp. 166-167, Rencontre interculturelle; p. 168, Act. 1; p. 174, Comment dit-on? 1; p. 175, Act. 6, Ét. 1; p. 177, Zoom culture; p. 201, Zoom culture ; pp. 220-221, Rencontre interculturelle; p. 222, Réflexion interculturelle (discussion forum in Explorer); p. 241, Zoom culture; p. 242, Réflexion interculturelle (discussion forum in Explorer); p. 242, Act. 13; pp. 274-275, Rencontre interculturelle; p. 276, Act. 1

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WL.K12.IM.7.1	Use expanded vocabulary and structures in the target language to increase content area knowledge.	pp. 166-167, Rencontre interculturelle; p. 168, Act. 1; p. 194, Zoom culture; p. 201, Zoom culture; pp. 220-221, Rencontre interculturelle; p. 222, Act. 1; pp. 274-275, Rencontre interculturelle
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.	pp. 166-167, Rencontre interculturelle; p. 168, Act. 1; p. 174, Comment dit-on? 1; p. 175, Réflexion interculturelle (discussion forum in Explorer); p. 177, Zoom culture; p. 178-9, Act. 8, Ét. 1; p. 183, Act. 10, Ét. 2; pp. 220-221, Rencontre interculturelle; p. 230, Act. 7, Ét. 1; p. 233, Réflexion interculturelle (discussion forum in Explorer); p. 233, Act. 8, Ét. 1 & 2; p. 237, Act. 10, Ét. 1 & 2; p. 255, Act. 22, Ét. 1; p. 257, Act. 23, Ét. 1; pp. 274-275, Rencontre interculturelle; p. 276, Act. 1; p. 282, Comment dit-on? 1; p. 283, Réflexion interculturelle (discussion forum in Explorer); p. 287, Réflexion interculturelle (discussion forum in Explorer); pp. 307-308, Act. 21, Ét. 1-3
WL.K12.IM.8.1	Compare language structures and skills that transfer from one language to another.	p. 182, Détail grammatical; p. 190, Stratégies (video in Explorer); p. 186, Comment dit-on? 2; p. 198, Comment dit-on? 3; p. 228, Teacher note about On peut aussi dire and Comment dit-on? 1; p. 291, Act. 12 and On peut aussi dire Teacher note; p. 259, Détail linguistique; p. 233, Stratégies (video in Explorer); p. 258, Détail linguistique; p. 290, On peut aussi dire; p. 312, Détail grammatical; p. 313, Stratégies (video in Explorer); p. 282, Comment dit-on? 1; p. 285, Act. 8, Teacher note; p. 322, Vocabulary Teacher note
WL.K12.IM.8.2	Compare and contrast structural patterns in the target language and own.	p. 171, Rappel (both); p. 181, Découvertes; p. 191, Découvertes; p. 199, Détail grammatical; p. 236, Découvertes (video in Explorer); p. 243, Prononciation (video in Explorer); p. 246, Détail linguistique; p. 247, Découvertes (video in Explorer); p. 258, Détail linguistique; p. 261, Découvertes (video in Explorer); p. 284, Expressions utiles; p. 286, Prononciation (video in Explorer); p. 288, Découvertes (video in Explorer); p. 300, Découvertes (video in Explorer); p. 304, On peut aussi dire; p. 312, Détail grammatical; p. 315, Découvertes (video in Explorer)
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.	pp. 166-167, Rencontre interculturelle; p. 174, Comment dit-on? 1; p. 175, Réflexion interculturelle (discussion forum in Explorer); p. 177, Zoom culture; pp. 220-221, Rencontre interculturelle; pp. 274-275, Rencontre interculturelle; p. 276, Act. 1; pp. 282, Comment dit-on? 1; p. 283, Réflexion interculturelle (discussion forum in Explorer)

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WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.	p. 180, Act. 9 (audio and quiz in Explorer); p. 189, Act. 15 (PDF in Explorer); 200, Act. 22, Ét. 1; p. 202, Comment prendre le métro?; p. 205, Act. 24 (audio and PDF in Explorer); p. 208, Act. 26, Ét. 1; p. 230, Act. 7, Ét. 1, p. 237, Act. 10, Ét. 1; p. 248, Act. 17, Ét. 1; p. 255, Act. 22, Ét. 1; p. 257, Act. 23, Ét. 1 (PDF in Explorer); p. 260, Act. 24, Ét. 2 (PDF in Explorer); p. 265, J'avance 2, Ét. 3 (video in Explorer); p. 270, J'y arrive, Interpretive Assessment (video in Explorer); p. 285, Act. 8, Ét. 1 (video in Explorer); p. 285, Act. 8, Ét. 2 (PDF in Explorer); p. 287, Réflexion interculturelle (discussion forum in Explorer); p. 296, Act. 15, Ét. 1; p. 298, Act. 16, Ét. 1 (PDF in Explorer); p. 307, Act. 21, Ét. 1 (PDF in Explorer); p. 324, J'y arrive, Interpretive Assessment
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.	p. 167, Rencontre interculturelle; p. 174, Act. 6, Ét. 1 (PDF in Explorer); p. 189, Act. 15, Ét. 1 (PDF in Explorer); p. 199, Act. 21, Ét. 1 (Video in Explorer); p. 202, Comment prendre le métro?; p. 205, Act. 24 (audio and PDF in Explorer); p. 208, Act. 26, Ét. 1; p. 260, Act. 24, Ét. 2 (PDF in Explorer); p. 265, J'avance 3, Ét. 1 (video in Explorer); p. 270, J'y arrive, Interpretive Assessment (video in Explorer); p. 285, Act. 8, Ét. 1 (video in Explorer); p. 285, Act. 8, Ét. 2 (PDF in Explorer); p. 298, Act. 16, Ét. 1 (PDF in Explorer); p. 324, J'y arrive, Interpretive Assessment
LAFS.910.RH.1.2 (English Language Arts; Cluster: Key Ideas and Details)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	p. 8, Act. 1, Ét. s 1, 3, 4; p. 17, Act. 6, Ét. 2; p. 44, Act. 26, Ét. 1; p. 77, Act. 10, Ét. 1; p. 84, Act. 14, Ét. 1; p. 98, Act. 25, Ét. s 1 & 2; p. 132, Act. 13, Ét. s 1-3; p. 136, Act. 15, Ét. s 1 & 2; p. 149, Act. 22, Ét. 1; p. 175, Act. 6, Ét. 1; p. 189, Act. 15, Ét. 1; p. 200, Act. 22, Ét. 1; p. 230, Act. 7, Ét. 1; p. 237, Act. 10, Ét. 1; p. 270, J'y arrive, Interpretive Assessment (PDF and other materials in Explorer); p. 311, Act. 23, Ét. 1; p. 318, Act. 27, Ét. 1; p. 319, J'avance 3, Ét. 3
LAFS.910.SL.1.1 (English Language Arts; Cluster: Comprehension and Collaboration)	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	p. 37, J'avance 2, Ét. 4; pp. 40-41, Act. 23, Ét. s 1 & 2; pp. 70-71, Act. 6, Ét. s 1-3; pp. 110-111, J'y arrive, Interpretive & Interpersonal Assessments (PDF and other materials in Explorer); pp. 148-149, Act. 21, Ét. s 1 & 2; p. 156, Act. 27, Ét. s 1 & 2; pp. 189-190, Act. 15, Ét. s 1-3; pp. 216-217, J'y arrive, Interpersonal Assessment (PDF and other materials in Explorer); p. 230, Act. 7, Ét. 1; p. 292, J'avance 1, Ét. 1 (PDF and other materials in Explorer); p. 309, Act. 22, Ét. s 1 & 2



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LAFS.910.SL.1.3 (English Language and Arts; Cluster:Comprehension and Collaboration)	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	p. 37, J'avance 2, Ét. 2; p. 39, Act. 21; p. 90, Act. 18, Ét. 1; p. 116, Act. 2, Ét. 1; p. 146, J'avance 2 (PDF and other materials in Explorer); p. 180, Act. 9, Ét. 1; p. 211, J'avance 3, Ét. 1; p. 233, Act. 8, Ét. 1; p. 237, Act. 10, Ét. 1; p. 289, Act. 9, Ét. 1; p. 294, Act. 13, Ét. 1 & 2
LAFS.910.SL.2.4 (English Language and Arts; Cluster:Presentation of Knowledge and Ideas)	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	p. 39, J'avance 3, Ét. s 3; p. 55, J'y arrive, Presentational Assessment (PDF and other materials in Explorer); p. 94, J'avance 2, Ét. 3; p. 105, J'avance 3, Ét. 3 (PDF and other materials in Explorer); p. 150, Act. 22, Ét. 2; p. 157, J'avance 3, Ét. 3 (PDF and other materials in Explorer); p. 184, Act. 11, Ét. 2; p. 233, Act. 8, Ét. 2; p. 234, Act. 9, Ét. 2; ; p. 291, Act. 12, Ét. 1; p. 308, Act. 21, Ét. 3
LAFS.910.WHST.1.1 ( English Language and Arts; Cluster:Text Types and Purposes)	Write arguments focused on discipline-specific content.	p. 27, J'avance, Ét. 3 (PDF and other materials in Explorer); p. 39, Act. 21; p. 138, Act. 16, Ét. 2; p. 249, Act. 18, Ét. s 1 & 2; p. 265, J'avance, Ét. s 1-3 (PDF and other materials in Explorer)
LAFS.910.WHST.1.2 (English Language and Arts; Cluster:Text Types and Purposes)	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	p. 55, J'y arrive, Presentational Assessment (PDF and other materials in Explorer); p. 93, Act. 21, Ét. 1; p. 94, J'avance 2, Ét. 3; p. 105, J'avance 3, Ét. 3; p. 133, Act. 13, Ét. 3; p. 150, Act. 22, Ét. 2; p. 185, J'avance 1, Ét. 3; pp. 216-217, J'y arrive, Presentational Assessment (PDF and other materials in Explorer); p. 271, J'y arrive, Presentational Assessment (PDF and other materials in Explorer); p. 319, J'avance 3, Ét. 3 (PDF and other materials in Explorer)

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)
ELD.K12.ELL.SI.1 (English Language Development; Cluster: Language of Social and Instructional Purposes)	English language learners communicate for social and instructional purposes within the school setting.	<p>p. 31, Act. 15, Ét. 2 (Speaking); p. 36, Act. 20, Ét. 2 (Writing); p. 45, Act. 27 (Speaking); p. 8, U1, Act. 1 (PDF, video, and other materials in Explorer); p. 10, U1, Act. 2 (PDF in Explorer); p. 11, U1, Act. 3, Ét. 2 (video in Explorer); p. 13, U1, Act. 5 (PDF in Explorer); p. 17, U1, Act. 6 (PDF in Explorer); p. 19, U1, Act. 7, Ét. 1 et 2 (PDF and audio in Explorer); p. 20, U1, Act. 8 (video in Explorer); p. 21, U1, Act. 9 (PDF in Explorer); p. 25, U1, Act. 10 (audio in Explorer); p. 26, U1, Act. 11, Ét. 1 (audio in Explorer); p. 27, U1, J'avance 1, Ét. 1 (PDF and other materials in Explorer); p. 29, U1, Act. 13 (PDF in Explorer); p. 28, U1, Act. 12 (audio in Explorer); p. 31, U1, Act. 15 (audio in Explorer); p. 33, U1, Act. 11 (audio in Explorer); p. 35, U1, Act. 18 (audio in Explorer); p. 36, U1, Act. 20 (PDF in Explorer); p. 37, U1, J'avance 2, Ét. 1 (PDF and other materials in Explorer); p. 40, U1, Act. 23 (audio in Explorer); p. 42, U1, Act. 25 (PDF in Explorer); p. 45, U1, Act. 26 (PDF in Explorer); p. 47, U1, Act. 28, Ét. 1 (PDF in Explorer); p. 54, U1, J'y arrive, Interpretive Assessment; p. 33, Act. 17, Ét. 2 (Speaking); p. 36, Act. 20, Ét. 2 (Writing); p. 40, Act. 22 (Speaking); p. 47, Act. 28, Ét. 2 (Speaking); p. 60, U2, Act. 1 (PDF, video, and other materials in Explorer); p. 71, U2, Act. 7; p. 9, U2, Act. 9, Ét. 1; p. 77, U2, Act. 10, Ét. 1 (PDF in Explorer); p. 79, U2, Act. 11, Ét. 1 (video in Explorer); p. 80, U2, J'avance 1 (video in Explorer); p. 85, U2, Act. 15, Ét. 1 (video in Explorer); p. 93, U2, Act. 21; p. 96, U2, Act. 23, Ét. 1 (video in Explorer); p. 98, U2, Act. 25 (PDF in Explorer); p. 124, Act. 6, Ét. 3 (Writing); p. 143, Act. 19, Ét. 2 (Speaking); p. 156, Act. 27, Ét. 2 (Speaking); p. 71, Act. 6, Ét. 3 (Speaking); p. 74, Act. 8, Ét. 1 (Speaking); p. 96, Act. 22, Ét. 3 (Speaking); p. 97, Act. 24, Ét. 2 (Speaking); p. 98, Act. 25, Ét. 2 (Writing); p. 116, U3, Act. 1 (PDF, video, and other materials in Explorer); p. 128, U3, Act. 10; p. 134, U3, J'avance 1, Ét. 1 (audio in Explorer); p. 136, U4, Act. 14, Ét. 1; p. 137, U3, Act. 16 (audio in Explorer); p. 139, U3, Act. 17, Ét. 1 (audio in Explorer); p. 183, Act. 10, Ét. 3 (Writing); p. 192, Act. 16, Ét. 2 (Speaking); p. 196, Act. 19, Ét. 1 (Speaking); p. 149, Act. 21, Ét. 2 (Speaking); p. 171, Act. 4 (Speaking); p. 192, Act. 16, Ét. 2 (Speaking); p. 196, Act. 19, Ét. 1 (Speaking); p. 176, Act. 6, Ét. 2 (Speaking); p. 178, Act. 7, Ét. 2 (Speaking); p. 171, Act. 4 (Speaking); p. 192, Act. 16, Ét. 2 (Speaking); p. 196, Act. 19, Ét. 1 (Speaking); p. 178, Act. 7, Ét. 2 (Speaking); p. 200-201, Act. 22, Ét. 1 (Writing); p. 171, Act. 4 (Speaking); p. 183, Act. 10, Ét. 3 (Writing); p. 192, Act. 16, Ét. 2 (Speaking); p. 188, Act. 14, Ét. 2 (Speaking); p. 178, Act. 7, Ét. 2 (Speaking); p. 190, Act. 15, Ét. 3 (Speaking); p. 245, Act. 15, Ét. 2 (Speaking); p. 249, Act. 18, Ét. 2 (Speaking); p. 260, Act. 24, Ét. 2 (Speaking); p. 229, Act. 6, Ét. 2 (Speaking); p. 258, Act. 23, Ét. 2 (Speaking); p. 263, Act. 26, Ét. 2 (Speaking); p. 264, Act. 27, Ét. 2 (Writing); p. 224, Act. 3 (Writing); p. 229, Act. 6, Ét. 2 (Speaking); p. 245, Act. 15, Ét. 2 (Speaking); p. 249, Act. 18, Ét. 2 (Speaking); p. 258, Act. 23, Ét. 2 (Speaking); p. 260, Act. 24, Ét. 2 (Speaking); p. 223, Act. 2, Ét. 2 (Speaking); p. 229, Act. 6, Ét. 2 (Speaking); p. 241, Act. 12, Ét. 2 (Speaking); p. 249, Act. 18, Ét. 2 (Speaking); p. 260, Act. 24, Ét. 2 (Speaking); p. 280, Act. 5, Ét. 3 (Speaking); p. 283, Act. 7, Ét. 1 (Speaking); p. 290, Act. 9, Ét. 3 (Speaking); p. 299, Act. 16, Ét. 3 (Speaking); p. 308, Act. 21, Ét. 2 (Speaking); p. 318, Act. 27, Ét. 2 (Speaking); p. 302, Act. 19 (Speaking); p. 308, Act. 5, Ét. 3 (Speaking); p. 283, Act. 7, Ét. 1 (Speaking); p. 299, Act. 16, Ét. 3 (Speaking); p. 302, Act. 19 (Speaking); p. 308, Act. 21, Ét. 2 (Speaking); p. 316, Act. 25, Ét. 2 (Speaking); p. 283, Act. 7, Ét. 1 (Speaking); p. 296, Act. 15, Ét. 1 (Writing); p. 308, Act. 21, Ét. 2 (Speaking); p. 313, Act. 23, Ét. 2 (Speaking); p. 318, Act. 27, Ét. 2 (Speaking); p. 291, Act. 12, Ét. 2 (Writing); p. 292, J'avance, Ét. 1 (Speaking); p. 302, Act. 19 (Speaking); p. 309, Act. 22, Ét. 2 (Speaking)</p>