

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

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| Subject | Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English |
| Course | §114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014. |
| Publisher | Wayside Publishing |
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| TEKS Coverage (%) | 100.00% |

(a) General requirements.

- (1) Level II can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.
- (2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.
- (3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

- (1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

- (A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.
- (B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.
- (C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.
- (3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.
- (4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

- (5) Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.
 - (A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.
 - (B) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.
 - (C) By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.
 - (D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.
- (6) Statements containing the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(c) Knowledge and Skills.

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| | | | Student/Teacher | Activity | 9781944876906 | 71 | Unité 2, Activité 6, Quelles gaufres goûter? Étape 3: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 74 | Unité 2, Activité 8, Quel plat voulez-vous goûter?, Étape 1: Parlez |
| | | | Student/Teacher | Activity | 9781944876906 | 83 | Unité 2, Activité 13, Que pouvait-on cueillir?, Étape 2: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 88 | Unité 2, Activité 16, Qu'est-ce que je faisais quand j'étais plus jeune?, Étape 2: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 70 | Unité 2, Rappel: Questions avec "est-ce que" |
| | | | Teacher Only | Activity | 9781641590105 | 71 | Unité 2, Activité 6, Quelles gaufres goûter? Étape 3: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 74 | Unité 2, Activité 8, Quel plat voulez-vous goûter?, Étape 1: Parlez |
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| | | | Student/Teacher | Activity | 9781944876906 | 96 | Unité 2, Activité 23, C'était comment, l'événement?, Étape 2: Écrire des questions |
| | | | Student/Teacher | Activity | 9781944876906 | 105 | Unité 2, J'avance 3: Bon appétit!, Étape 2: Répondre aux messages |
| | | | Student/Teacher | Narrative | 9781944876906 | 142 | Unité 3, Découvrons 2, Asking "Which" and "What" questions |
| | | | Student/Teacher | Activity | 9781944876906 | 143 | Unité 3, Activité 19, Quelles questions peux-tu poser?, Étape 1: Préparer |
| | | | Teacher Only | Narrative | 9781641590105 | 70 | Unité 2, Rappel: Questions avec "est-ce que" |
| | | | Teacher Only | Activity | 9781641590105 | 96 | Unité 2, Activité 23, C'était comment, l'événement?, Étape 2: Écrire des questions |
| | | | Teacher Only | Activity | 9781641590105 | 105 | Unité 2, J'avance 3: Bon appétit!, Étape 2: Répondre aux messages |
| | | | Teacher Only | Narrative | 9781641590105 | 142 | Unité 3, Découvrons 2, Asking "Which" and "What" questions |
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| | | | Student/Teacher | Activity | 9781944876906 | 27 | Unité 1, J'avance 1: Le calendrier scolaire idéal, Étape 2: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 45 | Unité 1, Activité 27: Qu'est-ce que vous allez faire comme activité périscolaire? |
| | | | Student/Teacher | Activity | 9781944876906 | 55 | Unité 1, J'y arrive, Interpersonal Assessment: Comment est-ce que je peux aider? |
| | | | Student/Teacher | Activity | 9781944876906 | 72 | Unité 2, Activité 7: Quels plats choisir?, Étape 3: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 101 | Unité 2, Découvrons 3, Avoiding repetition using "en" |
| | | | Teacher Only | Activity | 9781641590105 | 27 | Unité 1, J'avance 1: Le calendrier scolaire idéal, Étape 2: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 45 | Unité 1, Activité 27: Qu'est-ce que vous allez faire comme activité périscolaire? |
| | | | Teacher Only | Activity | 9781641590105 | 55 | Unité 1, J'y arrive, Interpersonal Assessment: Comment est-ce que je peux aider? |
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| | | | Student/Teacher | Activity | 9781944876906 | 42 | Unité 1, Activité 24: Comment doit on préparer un examen?, Étape 3: Réfléchir |
| | | | Student/Teacher | Activity | 9781944876906 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 98 | Unité 2, Activité 25: Ça vous dit de venir souper?, Étape 1: Lire et répondre |
| | | | Student/Teacher | Activity | 9781944876906 | 103 | Unité 2, Activité 26: Et des tomates, nous en avons?, Étape 2: Répondre |
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| | | | Student/Teacher | Activity | 9781944876906 | 64 | Unité 2, Activité 4: Vous mangez quoi à l'école? |
| | | | Student/Teacher | Activity | 9781944876906 | 309 | Unité 6, Activité 22: Pour ou contre la famille d'accueil?, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 136-137 | Unité 3, Activité 15: Quelle offre choisir?, Étape 1 and Étape 2 |
| | | | Student/Teacher | Activity | 9781944876906 | 146 | Unité 3, J'avance 2, Choisissez le citoyen du mois!, Étape 3: Choisir |
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| | | | Teacher Only | Activity | 9781641590105 | 64 | Unité 2, Activité 4: Vous mangez quoi à l'école? |
| | | | Teacher Only | Activity | 9781641590105 | 309 | Unité 6, Activité 22: Pour ou contre la famille d'accueil?, Étape 2: Discuter |
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| | | | Student/Teacher | Activity | 9781944876906 | 138 | Unité 3, Activité 16: Qui est fait pour ce rôle?, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 314 | Unité 6, Activité 24: Comment garder l'esprit ouvert quand on voyage?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 119 | Unité 3, Activité 3: Quelle chambre pour chacun?, Étape 4: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 139 | Unité 3, Activité 17: Comment placer ces bénévoles potentiels?, Étape 2: Répondre aux textos |
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| | | | Student/Teacher | Activity | 9781944876906 | 41 | Unité 1, Activité 23: Qui va réussir à l'examen, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 309 | Unité 6, Activité 22: Pour ou contre la famille d'accueil?, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 325 | Unité 6, J'y arrive, Interpersonal Assessment: Préparons nous avant l'interview |
| | | | Student/Teacher | Activity | 9781944876906 | 313 | Unité 6, Activité 23: Comment être un voyageur responsable?, Étape 2: Discuter |
| | | | Teacher Only | Narrative | 9781641590105 | 131 | Unité 3, Découvrons 1: Describing what people can and want to do |
| | | | Teacher Only | Activity | 9781641590105 | 41 | Unité 1, Activité 23: Qui va réussir à l'examen, Étape 2: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 309 | Unité 6, Activité 22: Pour ou contre la famille d'accueil?, Étape 2: Discuter |
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| | | | Student/Teacher | Activity | 9781944876906 | 314 | Unité 6, Activité 24: Comment garder l'esprit ouvert quand on voyage?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 39 | Unité 1, Activité 21: Bonne ou mauvaise idée? |
| | | | Student/Teacher | Activity | 9781944876906 | 119 | Unité 3, Activité 3: Quelle chambre pour chacun?, Étape 4: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 139 | Unité 3, Activité 17: Comment placer ces bénévoles potentiels?, Étape 2: Répondre aux textos |
| | | | Teacher Only | Narrative | 9781641590105 | 131 | Unité 3, Découvrons 1: Describing what people can and want to do |
| | | | Teacher Only | Activity | 9781641590105 | 314 | Unité 6, Activité 24: Comment garder l'esprit ouvert quand on voyage?, Étape 3: Écrire |
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| | | | Student/Teacher | Activity | 9781944876906 | 265 | Unité 5, J'avance 3: Des ressources pour la santé sociale et émotionnelle de notre école, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 299 | Unité 6, Activité 16: Ça vous dit de faire un séjour linguistique en Suisse?, Étape 3: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 129 | Unité 3, Réflexion culturelle |
| | | | Student/Teacher | Activity | 9781944876906 | 229 | Unité 5, Activité 6: Comment est-ce qu'ils choisissent de rester en forme?, Étape 2: Discuter |
| | | | Teacher Only | Narrative | 9781641590105 | 234 | Unité 5, Découvrons 1, Giving General Advice |
| | | | Teacher Only | Activity | 9781641590105 | 263 | Unité 5, J'avance 3: Des ressources pour la santé sociale et émotionnelle de notre école, Étape 2: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 299 | Unité 6, Activité 16: Ça vous dit de faire un séjour linguistique en Suisse?, Étape 3: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 129 | Unité 3, Réflexion culturelle |
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| | | | Student/Teacher | Activity | 9781944876906 | 264 | Unité 5, Activité 27: Quels conseils pour réduire son stress, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 265 | Unité 5, J'avance 3: Des ressources pour la santé sociale et émotionnelle de notre école, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 299 | Unité 6, Activité 16: Ça vous dit de faire un séjour linguistique en Suisse?, Étape 2: Laisser un message |
| | | | Student/Teacher | Activity | 9781944876906 | 124 | Unité 3, Activité 6: Éloïse fait-elle ses tâches ménagères?, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 234 | Unité 5, Découvrons 1, Giving General Advice |
| | | | Teacher Only | Activity | 9781641590105 | 264 | Unité 5, Activité 27: Quels conseils pour réduire son stress, Étape 2: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 265 | Unité 5, J'avance 3: Des ressources pour la santé sociale et émotionnelle de notre école, Étape 3: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 299 | Unité 6, Activité 16: Ça vous dit de faire un séjour linguistique en Suisse?, Étape 2: Laisser un message |
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| | | | Student/Teacher | Activity | 9781944876906 | 40 | Unité 1, Activité 22: Qu'est-ce que je dois faire? |
| | | | Student/Teacher | Narrative | 9781944876906 | 38 | Unité 1, Comment dit-on 3: Comment réussir à l'école |
| | | | Student/Teacher | Activity | 9781944876906 | 42 | Unité 1, Activité 24: Comment doit-on préparer un examen?, Étape 2: Comprendre le texte |
| | | | Teacher Only | Narrative | 9781641590105 | 234 | Unité 5, Découvrons 1, Giving General Advice |
| | | | Teacher Only | Activity | 9781641590105 | 299 | Unité 6, Activité 16: Ça vous dit de faire une séjour linguistique en Suisse?, Étape 3: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 40 | Unité 1, Activité 22: Qu'est-ce que je dois faire? |
| | | | Teacher Only | Narrative | 9781641590105 | 38 | Unité 1, Comment dit-on 3: Comment réussir à l'école |
| Teacher Only | Activity | 9781641590105 | 42 | Unité 1, Activité 24: Comment doit-on préparer un examen?, Étape 2: Comprendre le texte | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|---|-----------------|---------------|----------------|---------|--|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation | (iv) tell others what they need to, should, or must do with simple supporting reasons in written conversation | Student/Teacher | Narrative | 9781944876906 | 234 | Unité 5, Découvrons 1, Giving General Advice |
| | | | Student/Teacher | Narrative | 9781944876906 | 311 | Unité 6, Des conseils pour les voyageurs |
| | | | Student/Teacher | Activity | 9781944876906 | 314 | Unité 6, Activité 24: Comment sont les voyageurs, Étape 3: Écrire |
| | | | Student/Teacher | Narrative | 9781944876906 | 312 | Unité 6, Suivez ces conseils pour devenir un voyageur responsable. |
| | | | Student/Teacher | Activity | 9781944876906 | 130 | Unité 3, Activité 11: Que faut-il faire? |
| | | | Teacher Only | Narrative | 9781641590105 | 234 | Unité 5, Découvrons 1, Giving General Advice |
| | | | Teacher Only | Narrative | 9781641590105 | 311 | Unité 6, Des conseils pour les voyageurs |
| | | | Teacher Only | Activity | 9781641590105 | 314 | Unité 6, Activité 24: Comment sont les voyageurs, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 312 | Unité 6, Suivez ces conseils pour devenir un voyageur responsable. |
| | | | Teacher Only | Activity | 9781641590105 | 130 | Unité 3, Activité 11: Que faut-il faire? |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|--|-----------------|---------------|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation; | (i) articulate requests with simple supporting statements in spoken conversation | Student/Teacher | Narrative | 9781944876906 | 248 | Unité 5, Activité 17: Peut-on éternuer sans contaminer les autres? (Document: Protégez la santé des autres! - Using the imperative) |
| | | | Student/Teacher | Activity | 9781944876906 | 63 | Unité 2, Activité 2: Que prenez-vous au café?, Étape 2: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 72 | Unité 2, Activité 7: Quel plat choisir?, Étape 3: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 133 | Unité 3, Activité 13: Tu peux passer l'aspirateur?, Étape 2: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 248 | Unité 5, Activité 17: Peut-on éternuer sans contaminer les autres? (Document: Protégez la santé des autres! - Using the imperative) |
| | | | Teacher Only | Activity | 9781641590105 | 63 | Unité 2, Activité 2: Que prenez-vous au café?, Étape 2: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 72 | Unité 2, Activité 7: Quel plat choisir?, Étape 3: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 133 | Unité 3, Activité 13: Tu peux passer l'aspirateur?, Étape 2: Parler |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|---------------|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation | (ii) articulate requests with simple supporting statements in written conversation | Student/Teacher | Narrative | 9781944876906 | 248 | Unité 5, Activité 17: Peut-on éternuer sans contaminer les autres? (Document: Protégez la santé des autres! - Using the imperative) |
| | | | Student/Teacher | Activity | 9781944876906 | 36 | Unité 1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Student/Teacher | Activity | 9781944876906 | 156 | Unité 3, Activité 27: Pourquoi fais-tu du bénévolat?, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 249 | Unité 5, Activité 18: C'est un bon conseil ou un mauvais conseil?, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 248 | Unité 5, Activité 17: Peut-on éternuer sans contaminer les autres? (Document: Protégez la santé des autres! - Using the imperative) |
| | | | Teacher Only | Activity | 9781641590105 | 36 | Unité 1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Teacher Only | Activity | 9781641590105 | 156 | Unité 3, Activité 27: Pourquoi fais-tu du bénévolat?, Étape 2: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 249 | Unité 5, Activité 18: C'est un bon conseil ou un mauvais conseil?, Étape 2: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|---|-----------------|---------------|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation | (iii) offer alternatives with simple supporting statements in spoken conversation | Student/Teacher | Narrative | 9781944876906 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone? (Document - Défi: 7 jours pour décrocher de son smartphone) |
| | | | Student/Teacher | Activity | 9781944876906 | 254 | Unité 5, Activité 21: Quelles sont leurs habitudes quotidiennes?, Étape 2: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone?, Étape 2: Lire et discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 270 | Unité 5, J'y arrive, Questions essentielles, Interpretive Assessment: Encore des questions |
| | | | Student/Teacher | Activity | 9781944876906 | 290 | Unité 6, Activité 9: Quelle sorte de séjour feras-tu?, Étape 3: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone? (Document - Défi: 7 jours pour décrocher de son smartphone) |
| | | | Teacher Only | Activity | 9781641590105 | 254 | Unité 5, Activité 21: Quelles sont leurs habitudes quotidiennes?, Étape 2: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone?, Étape 2: Lire et discuter |
| | | | Teacher Only | Activity | 9781641590105 | 270 | Unité 5, J'y arrive, Questions essentielles, Interpretive Assessment: Encore des questions |
| | | | Teacher Only | Activity | 9781641590105 | 290 | Unité 6, Activité 9: Quelle sorte de séjour feras-tu?, Étape 3: Parler |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|---|-----------------|---------------|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation | (iv) offer alternatives with simple supporting statements in written conversation | Student/Teacher | Narrative | 9781944876906 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone? (Document - Défi: 7 jours pour décrocher de son smartphone) |
| | | | Student/Teacher | Activity | 9781944876906 | 264 | Unité 5, Activité 27: Quels conseils pour réduire son stress?, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 265 | Unité 5, J'avance 3: Des ressources pour la santé sociale et émotionnelle de notre école, Étape 3: Écrire |
| | | | Student/Teacher | Narrative | 9781944876906 | 284 | Unité 6, Blog de mon séjour au Maroc |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone? (Document - Défi: 7 jours pour décrocher de son smartphone) |
| | | | Teacher Only | Activity | 9781641590105 | 264 | Unité 5, Activité 27: Quels conseils pour réduire son stress?, Étape 2: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 265 | Unité 5, J'avance 3: Des ressources pour la santé sociale et émotionnelle de notre école, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 284 | Unité 6, Blog de mon séjour au Maroc |
| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|---------------|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation | (v) develop plans with simple supporting statements in spoken conversation | Student/Teacher | Narrative | 9781944876906 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone? (Document - Défi: 7 jours pour décrocher de son smartphone) |
| | | | Student/Teacher | Activity | 9781944876906 | 254 | Unité 5, Activité 21: Quelles sont leurs habitudes quotidiennes?, Étape 2: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone?, Étape 2: Lire et discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 290 | Unité 6, Activité 9: Quelle sorte de séjour feras-tu?, Étape 3: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 1: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 15 | Unité 5, Activité 24: Vous êtes accro à votre smartphone? (Document - Défi: 7 jours pour décrocher de son smartphone) |
| | | | Teacher Only | Activity | 9781641590105 | 16 | Unité 5, Activité 21: Quelles sont leurs habitudes quotidiennes?, Étape 2: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 16 | Unité 5, Activité 24: Vous êtes accro à votre smartphone?, Étape 2: Lire et discuter |
| | | | Teacher Only | Activity | 9781641590105 | 16 | Unité 6, Activité 9: Quelle sorte de séjour feras-tu?, Étape 3: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 18 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 1: Parler |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|---------------|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation | (vi) develop plans with simple supporting statements in written conversation | Student/Teacher | Narrative | 9781944876906 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone? (Document - Défi: 7 jours pour décrocher de son smartphone) |
| | | | Student/Teacher | Activity | 9781944876906 | 264 | Unité 5, Activité 27: Quels conseils pour réduire son stress?, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 265 | Unité 5, J'avance 3: Des ressources pour la santé sociale et émotionnelle de notre école, Étape 3: Écrire |
| | | | Student/Teacher | Narrative | 9781944876906 | 284 | Unité 6, Blog de mon séjour au Maroc |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone? (Document - Défi: 7 jours pour décrocher de son smartphone) |
| | | | Teacher Only | Activity | 9781641590105 | 264 | Unité 5, Activité 27: Quels conseils pour réduire son stress?, Étape 2: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 265 | Unité 5, J'avance 3: Des ressources pour la santé sociale et émotionnelle de notre école, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 284 | Unité 6, Blog de mon séjour au Maroc |
| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|--|-----------------|---------------|----------------|---------|--|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures | (i) interact in spoken conversation using culturally appropriate expressions | Student/Teacher | Narrative | 9781944876906 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Student/Teacher | Activity | 9781944876906 | 37 | Unité 1, J'avance 2, Étape 4: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 41 | Unité 1, Activité 23: Qui va réussir l'examen?, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Teacher Only | Activity | 9781641590105 | 37 | Unité 1, J'avance 2, Étape 4: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 41 | Unité 1, Activité 23: Qui va réussir l'examen?, Étape 2: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|--|-----------------|---------------|----------------|---------|--|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures | (ii) interact in spoken conversation using culturally appropriate register | Student/Teacher | Narrative | 9781944876906 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Student/Teacher | Activity | 9781944876906 | 37 | Unité 1, J'avance 2, Étape 4: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 41 | Unité 1, Activité 23: Qui va réussir l'examen?, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Teacher Only | Activity | 9781641590105 | 37 | Unité 1, J'avance 2, Étape 4: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 41 | Unité 1, Activité 23: Qui va réussir l'examen?, Étape 2: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---------|--|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures | (iii) interact in spoken conversation using culturally appropriate gestures | Student/Teacher | Narrative | 9781944876906 | 26 | Unité 1, Interpretive Listening Strategies |
| | | | Student/Teacher | Activity | 9781944876906 | 396 | Appendix E, Instructional Strategies, Unité 5, Activité 18: Practicing the Impératif with a modified team version of Jacques a dit |
| | | | Student/Teacher | Activity | 9781944876906 | 381 | Appendix E, Instructional Strategies, Unité 1, Activité 5: Reviewing class names |
| | | | Student/Teacher | Activity | 9781944876906 | 389 | Appendix E, Instructional Strategies, Unité 1, Activité 22: Reviewing vocabulary |
| | | | Student/Teacher | Narrative | 9781944876906 | 311 | Unité 6, Guide de voyage pour les élèves internationaux |
| | | | Teacher Only | Narrative | 9781641590105 | 26 | Unité 1, Interpretive Listening Strategies |
| | | | Teacher Only | Activity | 9781641590105 | 396 | Appendix E, Instructional Strategies, Unité 5, Activité 18: Practicing the Impératif with a modified team version of Jacques a dit |
| | | | Teacher Only | Activity | 9781641590105 | 381 | Appendix E, Instructional Strategies, Unité 1, Activité 5: Reviewing class names |
| | | | Teacher Only | Activity | 9781641590105 | 389 | Appendix E, Instructional Strategies, Unité 1, Activité 22: Reviewing vocabulary |
| | | | Teacher Only | Narrative | 9781641590105 | 311 | Unité 6, Guide de voyage pour les élèves internationaux |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|--|-----------------|---|----------------|---------|--|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures | (iv) react in spoken conversation using culturally appropriate expressions | Student/Teacher | Narrative | 9781944876906 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Student/Teacher | Activity | 9781944876906 | 290 | Unité 6, Activité 10: Et si tu gagnais au loto? |
| | | | Student/Teacher | Activity | 9781944876906 | 37 | Unité 1, J'avance 2, Étape 4: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |
| | | | Teacher Only | Narrative | 9781641590105 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Teacher Only | Activity | 9781641590105 | 290 | Unité 6, Activité 10: Et si tu gagnais au loto? |
| | | | Teacher Only | Activity | 9781641590105 | 37 | Unité 1, J'avance 2, Étape 4: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |
| Teacher Only | Activity | 9781641590105 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|--|-----------------|---------------|----------------|---------|--|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures | (v) react in spoken conversation using culturally appropriate register | Student/Teacher | Narrative | 9781944876906 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Student/Teacher | Activity | 9781944876906 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 289 | Unité 6, Activité 10: Et si tu gagnais au loto? |
| | | | Student/Teacher | Activity | 9781944876906 | 37 | Unité 1, J'avance 2, Étape 4: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |
| | | | Teacher Only | Narrative | 9781641590105 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Teacher Only | Activity | 9781641590105 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 289 | Unité 6, Activité 10: Et si tu gagnais au loto? |
| | | | Teacher Only | Activity | 9781641590105 | 37 | Unité 1, J'avance 2, Étape 4: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 71 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 3: Discuter |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures | (vi) react in spoken conversation using culturally appropriate gestures | Student/Teacher | Narrative | 9781944876906 | 26 | Unité 1, Interpretive Listening Strategies |
| | | | Student/Teacher | Activity | 9781944876906 | 396 | Appendix E, Instructional Strategies, Unité 5, Activité 18: Practicing the Impératif with a modified team version of <i>Jacques a dit</i> |
| | | | Student/Teacher | Activity | 9781944876906 | 381 | Appendix E, Instructional Strategies, Unité 1, Activité 5: Reviewing class names |
| | | | Student/Teacher | Activity | 9781944876906 | 389 | Appendix E, Instructional Strategies, Unité 1, Activité 22: Reviewing vocabulary |
| | | | Student/Teacher | Narrative | 9781944876906 | 311 | Unité 6, Guide de voyage pour les élèves internationaux |
| | | | Teacher Only | Narrative | 9781641590105 | 26 | Unité 1, Interpretive Listening Strategies |
| | | | Teacher Only | Activity | 9781641590105 | 396 | Appendix E, Instructional Strategies, Unité 5, Activité 18: Practicing the Impératif with a modified team version of <i>Jacques a dit</i> |
| | | | Teacher Only | Activity | 9781641590105 | 381 | Appendix E, Instructional Strategies, Unité 1, Activité 5: Reviewing class names |
| | | | Teacher Only | Activity | 9781641590105 | 389 | Appendix E, Instructional Strategies, Unité 1, Activité 22: Reviewing vocabulary |
| | | | Teacher Only | Narrative | 9781641590105 | 311 | Unité 6, Guide de voyage pour les élèves internationaux |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|---------------|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (F) interact and react in writing using culturally appropriate expressions, register, and style | (i) interact in writing using culturally appropriate expressions | Student/Teacher | Narrative | 9781944876906 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Student/Teacher | Activity | 9781944876906 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Student/Teacher | Activity | 9781944876906 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Teacher Only | Activity | 9781641590105 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Teacher Only | Activity | 9781641590105 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Teacher Only | Activity | 9781641590105 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
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| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (F) interact and react in writing using culturally appropriate expressions, register, and style | (ii) interact in writing using culturally appropriate register | Student/Teacher | Narrative | 9781944876906 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Student/Teacher | Activity | 9781944876906 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Teacher Only | Activity | 9781641590105 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Teacher Only | Activity | 9781641590105 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|--|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (F) interact and react in writing using culturally appropriate expressions, register, and style | (iii) interact in writing using culturally appropriate style | Student/Teacher | Narrative | 9781944876906 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Student/Teacher | Activity | 9781944876906 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Student/Teacher | Activity | 9781944876906 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Teacher Only | Activity | 9781641590105 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Teacher Only | Activity | 9781641590105 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Teacher Only | Activity | 9781641590105 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|--|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (F) interact and react in writing using culturally appropriate expressions, register, and style | (iv) react in writing using culturally appropriate expressions | Student/Teacher | Narrative | 9781944876906 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Student/Teacher | Activity | 9781944876906 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Student/Teacher | Activity | 9781944876906 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Teacher Only | Activity | 9781641590105 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Teacher Only | Activity | 9781641590105 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Teacher Only | Activity | 9781641590105 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire | | | |

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|---|---|--|-----------------|--|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (F) interact and react in writing using culturally appropriate expressions, register, and style | (v) react in writing using culturally appropriate register | Student/Teacher | Narrative | 9781944876906 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Student/Teacher | Activity | 9781944876906 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Student/Teacher | Activity | 9781944876906 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Teacher Only | Activity | 9781641590105 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Teacher Only | Activity | 9781641590105 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Teacher Only | Activity | 9781641590105 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|--|----------------|---------|---|
| (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (F) interact and react in writing using culturally appropriate expressions, register, and style | (vi) react in writing using culturally appropriate style | Student/Teacher | Narrative | 9781944876906 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Student/Teacher | Activity | 9781944876906 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Student/Teacher | Activity | 9781944876906 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 256 | Unité 5, La vie en ligne: Les écrans et mon bien-être |
| | | | Teacher Only | Activity | 9781641590105 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 2: Comparer et écrire |
| | | | Teacher Only | Activity | 9781641590105 | 36 | Unité1, Activité 20: À la recherche de tuteurs, Étape 2: Écrire un texto |
| | | | Teacher Only | Activity | 9781641590105 | 70 | Unité 2, Activité 5: Quels sont les ingrédients?, Étape 3: Écrire |
| Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 3: Écrire | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|--|---|-----------------|---------------|----------------|---------|---|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts | (i) demonstrate an understanding of culturally authentic print materials in everyday contexts | Student/Teacher | Narrative | 9781944876906 | 155 | Unité 3, Activité 26: Pouvez-vous le définir pour moi?, Étape 1: Lire (Définitions du bénévolat - a poem) |
| | | | Student/Teacher | Activity | 9781944876906 | 44-45 | Unité 1, Activité 26: Qu'est-ce qui t'intéresse comme activité?, Étape 1: Identifier les points clés et Étape 2: Identifier les activités |
| | | | Student/Teacher | Activity | 9781944876906 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 1: Observer et noter et Étape 2: Comparer et écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 64-65 | Unité 2, Activité 4: Vous mangez quoi, à l'école? |
| | | | Student/Teacher | Activity | 9781944876906 | 82-83 | Unité 2, Activité 13: Que pouvait-on cueillir?, Étape1: Lire |
| | | | Teacher Only | Narrative | 9781641590105 | 155 | Unité 3, Activité 26: Pouvez-vous le définir pour moi?, Étape 1: Lire (Définitions du bénévolat - a poem) |
| | | | Teacher Only | Activity | 9781641590105 | 44 | Unité 1, Activité 26: Qu'est-ce qui t'intéresse comme activité?, Étape 1: Identifier les points clés et Étape 2: Identifier les activités |
| | | | Teacher Only | Activity | 9781641590105 | 47 | Unité 1, Activité 28: Combien de fois par semaine?, Étape 1: Observer et noter et Étape 2: Comparer et écrire |
| | | | Teacher Only | Activity | 9781641590105 | 64-65 | Unité 2, Activité 4: Vous mangez quoi, à l'école? |
| | | | Teacher Only | Activity | 9781641590105 | 82-83 | Unité 2, Activité 13: Que pouvait-on cueillir?, Étape1: Lire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|--|--|-----------------|---------------|----------------|---------|---|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts | (ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts | Student/Teacher | Narrative | 9781944876906 | 84 | Unité 2, Dans la cuisine |
| | | | Student/Teacher | Activity | 9781944876906 | 84 | Unité 2, Dans la cuisine, Activité 14: Comment Diego va-t-il préparer la tarte?, Étape 1: Écouter et regarder |
| | | | Student/Teacher | Activity | 9781944876906 | 95 | Unité 2, Comment dit-on? 3, Venez nombreux: Une invitation à un repas |
| | | | Student/Teacher | Activity | 9781944876906 | 118 | Unité 3, Activité 3: Quelle chambre pour chacun, Étape 1: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 138 | Unité 3, Comment fonctionne une association de bénévoles? |
| | | | Teacher Only | Narrative | 9781641590105 | 84 | Unité 2, Dans la cuisine |
| | | | Teacher Only | Activity | 9781641590105 | 84 | Unité 2, Dans la cuisine, Activité 14: Comment Diego va-t-il préparer la tarte?, Étape 1: Écouter et regarder |
| | | | Teacher Only | Activity | 9781641590105 | 95 | Unité 2, Comment dit-on? 3, Venez nombreux: Une invitation à un repas |
| | | | Teacher Only | Activity | 9781641590105 | 118 | Unité 3, Activité 3: Quelle chambre pour chacun, Étape 1: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 138 | Unité 3, Comment fonctionne une association de bénévoles? |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|--|---|-----------------|---------------|----------------|---------|--|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts | (iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts | Student/Teacher | Narrative | 9781944876906 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
| | | | Student/Teacher | Activity | 9781944876906 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 242 | Unité 5, Activité 13: On plante les choux avec le pied? (Savez-vous planter les choux - nursery rhyme) |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 2: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 294 | Unité 6, Activité 13: Qu'est-ce qu'on doit faire avant de partir en voyage?, Étape 2: Écouter |
| | | | Teacher Only | Narrative | 9781641590105 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
| | | | Teacher Only | Activity | 9781641590105 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 242 | Unité 5, Activité 13: On plante les choux avec le pied? (Savez-vous planter les choux - nursery rhyme) |
| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 2: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 294 | Unité 6, Activité 13: Qu'est-ce qu'on doit faire avant de partir en voyage?, Étape 2: Écouter |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|--|--|-----------------|---|----------------|---------|---|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts | (iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts | Student/Teacher | Narrative | 9781944876906 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
| | | | Student/Teacher | Activity | 9781944876906 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 2: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 117 | Unité 3, Activité 2: Salut Éloïse!, Étape 2: Regarder |
| | | | Student/Teacher | Activity | 9781944876906 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 2: Écouter |
| | | | Teacher Only | Narrative | 9781641590105 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
| | | | Teacher Only | Activity | 9781641590105 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 2: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 117 | Unité 3, Activité 2: Salut Éloïse!, Étape 2: Regarder |
| Teacher Only | Activity | 9781641590105 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 2: Écouter | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---------|--|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials | (i) identify the main idea from fiction texts | Student/Teacher | Narrative | 9781944876906 | 285 | Unité 6, Stan, Alphonse et le tourisme |
| | | | Student/Teacher | Activity | 9781944876906 | 178-179 | Unité 4, Activité 8: Qu'est-ce qu'il y a dans votre ville?, Étape 1: Lire (L'école by Jacques Charpentreau - a poem) |
| | | | Student/Teacher | Activity | 9781944876906 | 155 | Unité 3, Activité 26: Pouvez-vous le définir pour moi?, Étape 1: Lire (Définitions du bénévolat - a poem) |
| | | | Student/Teacher | | 9781944876906 | | |
| | | | Student/Teacher | | 9781944876906 | | |
| | | | Teacher Only | Narrative | 9781641590105 | 285 | Unité 6, Stan, Alphonse et le tourisme |
| | | | Teacher Only | Activity | 9781641590105 | 178-179 | Unité 4, Activité 8: Qu'est-ce qu'il y a dans votre ville?, Étape 1: Lire (L'école by Jacques Charpentreau - a poem) |
| | | | Teacher Only | Activity | 9781641590105 | 155 | Unité 3, Activité 26: Pouvez-vous le définir pour moi?, Étape 1: Lire (Définitions du bénévolat - a poem) |
| | | | Teacher Only | | 9781641590105 | | |
| | | | Teacher Only | | 9781641590105 | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---------|---|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials | (ii) identify the main idea from nonfiction texts | Student/Teacher | Narrative | 9781944876906 | 228 | Unité 5, Communiquons 1: Pour bien vivre, où commencer?, Des habitudes saines |
| | | | Student/Teacher | Activity | 9781944876906 | 286 | Unité 6, Activité 8: Serez-vous bénévole au Tour de France?, Étape 2: Lire - Tour de France: La ville recherche 500 bénévoles |
| | | | Student/Teacher | Narrative | 9781944876906 | 282 | Unité 6, Communiquons, Comment dit-on 1: Choisir sa destination |
| | | | Student/Teacher | Activity | 9781944876906 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone, Étape 2: Lire et discuter - Défi: 7 jours pour décrocher de son smartphone |
| | | | Student/Teacher | Activity | 9781944876906 | 257 | Unité 5, Activité 23: Combien de temps passez-vous devant un écran?, Étape 1: Lire et répondre - Les jeunes et leurs écrans sous la couette |
| | | | Teacher Only | Narrative | 9781641590105 | 228 | Unité 5, Communiquons 1: Pour bien vivre, où commencer?, Des habitudes saines |
| | | | Teacher Only | Activity | 9781641590105 | 286 | Unité 6, Activité 8: Serez-vous bénévole au Tour de France?, Étape 2: Lire - Tour de France: La ville recherche 500 bénévoles |
| | | | Teacher Only | Narrative | 9781641590105 | 282 | Unité 6, Communiquons, Comment dit-on 1: Choisir sa destination |
| | | | Teacher Only | Activity | 9781641590105 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone, Étape 2: Lire et discuter - Défi: 7 jours pour décrocher de son smartphone |
| | | | Teacher Only | Activity | 9781641590105 | 257 | Unité 5, Activité 23: Combien de temps passez-vous devant un écran?, Étape 1: Lire et répondre - Les jeunes et leurs écrans sous la couette |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---------|---|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials | (iii) identify the main idea from audio materials | Student/Teacher | Narrative | 9781944876906 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
| | | | Student/Teacher | Activity | 9781944876906 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 242 | Unité 5, Activité 13: On plante les choux avec le pied? (Savez-vous planter les choux? - nursery rhyme) |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 2: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 293 | Unité 6, Activité 13: Qu'est-ce qu'on doit faire avant de partir en voyage?, Étape 2: Écouter |
| | | | Teacher Only | Narrative | 9781641590105 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
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| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 2: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 293 | Unité 6, Activité 13: Qu'est-ce qu'on doit faire avant de partir en voyage?, Étape 2: Écouter |

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| | | | Student/Teacher | Activity | 9781944876906 | 117 | Unité 3, Activité 2: Salut Éloïse!, Étape 2: Regarder |
| | | | Student/Teacher | Activity | 9781944876906 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 2: Écouter |
| | | | Teacher Only | Narrative | 9781641590105 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
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| | | | Student/Teacher | Activity | 9781944876906 | 286 | Unité 6, Activité 8: Serez-vous bénévole au Tour de France?, Étape 2: Lire - Tour de France: La ville recherche 500 bénévoles |
| | | | Student/Teacher | Narrative | 9781944876906 | 282 | Unité 6, Communiquons, Comment dit-on 1: Choisir sa destination |
| | | | Student/Teacher | Activity | 9781944876906 | 260 | Unité 5, Activité 24: Vous êtes accro à votre smartphone, Étape 2: Lire et discuter - Défi: 7 jours pour décrocher de son smartphone |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
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| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials | (iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials | Student/Teacher | Narrative | 9781944876906 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 169 | Unité 4, Activité 2: Salut, Élisa!, Étape 1: Regarder et lire |
| | | | Student/Teacher | Activity | 9781944876906 | 117 | Unité 3, Activité 2: Salut Éloïse!, Étape 2: Regarder |
| | | | Student/Teacher | Activity | 9781944876906 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 2: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 9 | Unité 1, Activité 1: Bonjour, Lou-Ann!, Étape 2: Écouter et Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 169 | Unité 4, Activité 2: Salut, Élisa!, Étape 1: Regarder et lire |
| | | | Teacher Only | Activity | 9781641590105 | 117 | Unité 3, Activité 2: Salut Éloïse!, Étape 2: Regarder |
| | | | Teacher Only | Activity | 9781641590105 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 2: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 9 | Unité 1, Activité 1: Bonjour, Lou-Ann!, Étape 2: Écouter et Étape 3: Écrire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|---|--|-----------------|---------------|----------------|---------|--|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials | (i) identify cultural practices from authentic print materials | Student/Teacher | Narrative | 9781944876906 | 228 | Unité 5, Communiquons 1: Pour bien vivre, où commencer?, Des habitudes saines |
| | | | Student/Teacher | Narrative | 9781944876906 | 230 | Unité 5, Pour un coeur en pleine santé!!! |
| | | | Student/Teacher | Narrative | 9781944876906 | 232 | Unité 5, Présenter des statistiques |
| | | | Student/Teacher | Activity | 9781944876906 | 237 | Unité 5, Activité 10: Quels sont les facteurs de risque de cancer?, Étape 1: Lire |
| | | | Student/Teacher | Activity | 9781944876906 | 248 | Unité 5, Activité 17: Comment éternuer sans contaminer les autres?, Étape 1: Lire et choisir |
| | | | Teacher Only | Narrative | 9781641590105 | 228 | Unité 5, Communiquons 1: Pour bien vivre, où commencer?, Des habitudes saines |
| | | | Teacher Only | Narrative | 9781641590105 | 230 | Unité 5, Pour un coeur en pleine santé!!! |
| | | | Teacher Only | Narrative | 9781641590105 | 232 | Unité 5, Présenter des statistiques |
| | | | Teacher Only | Activity | 9781641590105 | 237 | Unité 5, Activité 10: Quels sont les facteurs de risque de cancer?, Étape 1: Lire |
| | | | Teacher Only | Activity | 9781641590105 | 248 | Unité 5, Activité 17: Comment éternuer sans contaminer les autres?, Étape 1: Lire et choisir |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---------|---|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials | (ii) identify cultural practices from authentic digital materials | Student/Teacher | Narrative | 9781944876906 | 84 | Unité 2, Dans la cuisine |
| | | | Student/Teacher | Activity | 9781944876906 | 84 | Unité 2, Dans la cuisine, Activité 14: Comment Diego va-t-il préparer la tarte?, Étape 1: Écouter et regarder |
| | | | Student/Teacher | Activity | 9781944876906 | 95 | Unité 2, Comment dit-on? 3, Venez nombreux: Une invitation à un repas |
| | | | Student/Teacher | Activity | 9781944876906 | 118 | Unité 3, Activité 3: Quelle chambre pour chacun, Étape 1: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 138 | Unité 3, Comment fonctionne une association de bénévoles? |
| | | | Teacher Only | Narrative | 9781641590105 | 84 | Unité 2, Dans la cuisine |
| | | | Teacher Only | Activity | 9781641590105 | 84 | Unité 2, Dans la cuisine, Activité 14: Comment Diego va-t-il préparer la tarte?, Étape 1: Écouter et regarder |
| | | | Teacher Only | Activity | 9781641590105 | 95 | Unité 2, Comment dit-on? 3, Venez nombreux: Une invitation à un repas |
| | | | Teacher Only | Activity | 9781641590105 | 118 | Unité 3, Activité 3: Quelle chambre pour chacun, Étape 1: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 138 | Unité 3, Comment fonctionne une association de bénévoles? |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|---|--|-----------------|---------------|----------------|---------|---|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials | (iii) identify cultural practices from authentic audio materials | Student/Teacher | Narrative | 9781944876906 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
| | | | Student/Teacher | Activity | 9781944876906 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 242 | Unité 5, Activité 13: On plante les choux avec le pied? (Savez-vous planter les choux? - nursery rhyme) |
| | | | Student/Teacher | Activity | 9781944876906 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 2: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 293 | Unité 6, Activité 13: Qu'est-ce qu'on doit faire avant de partir en voyage?, Étape 2: Écouter |
| | | | Teacher Only | Narrative | 9781641590105 | 169 | Unité 4, Activité 2: Salut, Élisal, Étape 1: Regarder et lire |
| | | | Teacher Only | Activity | 9781641590105 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 242 | Unité 5, Activité 13: On plante les choux avec le pied? (Savez-vous planter les choux? - nursery rhyme) |
| | | | Teacher Only | Activity | 9781641590105 | 292 | Unité 6, J'avance 1: Je ferai un séjour génial!, Étape 2: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 293 | Unité 6, Activité 13: Qu'est-ce qu'on doit faire avant de partir en voyage?, Étape 2: Écouter |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|--|---|---|-----------------|---------------|----------------|---------|---|
| (2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to: | (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials | (iv) identify cultural practices from authentic audiovisual materials | Student/Teacher | Narrative | 9781944876906 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 9 | Unité 1, Réflexion interculturelle |
| | | | Student/Teacher | Activity | 9781944876906 | 117 | Unité 3, Activité 2: Salut Éloïse!, Étape 2: Regarder |
| | | | Student/Teacher | Activity | 9781944876906 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 2: Écouter |
| | | | Student/Teacher | Activity | 9781944876906 | 9 | Unité 1, Activité 1: Bonjour, Lou-Ann!, Étape 2: Écouter et Étape 3: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 140 | Unité 3, Activité 18: Quel est le projet bénévole d'Oris Edridge?, Étape 1: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 9 | Unité 1, Réflexion interculturelle |
| | | | Teacher Only | Activity | 9781641590105 | 117 | Unité 3, Activité 2: Salut Éloïse!, Étape 2: Regarder |
| | | | Teacher Only | Activity | 9781641590105 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 2: Écouter |
| | | | Teacher Only | Activity | 9781641590105 | 9 | Unité 1, Activité 1: Bonjour, Lou-Ann!, Étape 2: Écouter et Étape 3: Écrire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|---------------|----------------|---------|--|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (A) express and support an opinion or preference orally and in writing with supporting statements | (i) express an opinion or preference orally with supporting statements | Student/Teacher | Narrative | 9781944876906 | 150 | Unité 3: Pourquoi suis-je bénévole? |
| | | | Student/Teacher | Activity | 9781944876906 | 313 | Unité 6, Activité 23: Comment être un voyageur responsable?, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 309 | Unité 6, Activité 22: Pour ou contre la famille d'accueil?, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 152 | Unité 3: Où faire du bénévolat?, Étape 2: Laisser un message |
| | | | Student/Teacher | Activity | 9781944876906 | 157 | Unité 3, J'avance 3, Notre projet de bénévolat, Étape 3: Annoncer |
| | | | Teacher Only | Narrative | 9781641590105 | 150 | Unité 3: Pourquoi suis-je bénévole? |
| | | | Teacher Only | Activity | 9781641590105 | 313 | Unité 6, Activité 23: Comment être un voyageur responsable?, Étape 2: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 309 | Unité 6, Activité 22: Pour ou contre la famille d'accueil?, Étape 2: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 152 | Unité 3: Où faire du bénévolat?, Étape 2: Laisser un message |
| | | | Teacher Only | Activity | 9781641590105 | 157 | Unité 3, J'avance 3, Notre projet de bénévolat, Étape 3: Annoncer |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|---|-----------------|---------------|----------------|---------|--|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (A) express and support an opinion or preference orally and in writing with supporting statements | (ii) express an opinion or preference in writing with supporting statements | Student/Teacher | Narrative | 9781944876906 | 150 | Unité 3: Pourquoi suis-je bénévole? |
| | | | Student/Teacher | Activity | 9781944876906 | 156 | Unité 3, Activité 27: Pourquoi fais-tu du bénévolat?, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 157 | Unité 3, J'avance 3, Notre projet de bénévolat, Étape 2: Discuter en ligne |
| | | | Student/Teacher | Activity | 9781944876906 | 39 | Unité 1, Comment dit-on? 3, Activité 21: Bonne idée ou mauvaise idée? |
| | | | Student/Teacher | Activity | 9781944876906 | 120 | Unité 3, Activité 5: A qui penses-tu?, Étape 1: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 150 | Unité 3: Pourquoi suis-je bénévole? |
| | | | Teacher Only | Activity | 9781641590105 | 156 | Unité 3, Activité 27: Pourquoi fais-tu du bénévolat?, Étape 2: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 157 | Unité 3, J'avance 3, Notre projet de bénévolat, Étape 2: Discuter en ligne |
| | | | Teacher Only | Activity | 9781641590105 | 39 | Unité 1, Comment dit-on? 3, Activité 21: Bonne idée ou mauvaise idée? |
| | | | Teacher Only | Activity | 9781641590105 | 120 | Unité 3, Activité 5: A qui penses-tu?, Étape 1: Écrire |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|--|-----------------|---------------|----------------|---------|--|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (A) express and support an opinion or preference orally and in writing with supporting statements | (iii) support an opinion or preference orally with supporting statements | Student/Teacher | Narrative | 9781944876906 | 150 | Unité 3: Pourquoi suis-je bénévole? |
| | | | Student/Teacher | Activity | 9781944876906 | 157 | Unité 3, J'avance 3, Notre projet de bénévolat, Étape 3: Annoncer |
| | | | Student/Teacher | Activity | 9781944876906 | 313 | Unité 6, Activité 23: Comment être un voyageur responsable?, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 309 | Unité 6, Activité 22: Pour ou contre la famille d'accueil?, Étape 2: Discuter |
| | | | Student/Teacher | Activity | 9781944876906 | 152 | Unité 3: Où faire du bénévolat?, Étape 2: Laisser un message |
| | | | Teacher Only | Narrative | 9781641590105 | 150 | Unité 3: Pourquoi suis-je bénévole? |
| | | | Teacher Only | Activity | 9781641590105 | 157 | Unité 3, J'avance 3, Notre projet de bénévolat, Étape 3: Annoncer |
| | | | Teacher Only | Activity | 9781641590105 | 313 | Unité 6, Activité 23: Comment être un voyageur responsable?, Étape 2: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 309 | Unité 6, Activité 22: Pour ou contre la famille d'accueil?, Étape 2: Discuter |
| | | | Teacher Only | Activity | 9781641590105 | 152 | Unité 3: Où faire du bénévolat?, Étape 2: Laisser un message |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|---|---|-----------------|--|----------------|---------|--|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (A) express and support an opinion or preference orally and in writing with supporting statements | (iv) support an opinion or preference in writing with supporting statements | Student/Teacher | Narrative | 9781944876906 | 150 | Unité 3: Pourquoi suis-je bénévole? |
| | | | Student/Teacher | Activity | 9781944876906 | 157 | Unité 3, J'avance 3, Notre projet de bénévolat, Étape 2: Discuter en ligne |
| | | | Student/Teacher | Activity | 9781944876906 | 156 | Unité 3, Activité 27: Pourquoi fais-tu du bénévolat?, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 39 | Unité 1, Comment dit-on? 3, Activité 21: Bonne idée ou mauvaise idée? |
| | | | Student/Teacher | Activity | 9781944876906 | 120 | Unité 3, Activité 5: A qui penses-tu?, Étape 1: Écrire |
| | | | Teacher Only | Narrative | 9781641590105 | 150 | Unité 3: Pourquoi suis-je bénévole? |
| | | | Teacher Only | Activity | 9781641590105 | 157 | Unité 3, J'avance 3, Notre projet de bénévolat, Étape 2: Discuter en ligne |
| | | | Teacher Only | Activity | 9781641590105 | 156 | Unité 3, Activité 27: Pourquoi fais-tu du bénévolat?, Étape 2: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 39 | Unité 1, Comment dit-on? 3, Activité 21: Bonne idée ou mauvaise idée? |
| Teacher Only | Activity | 9781641590105 | 120 | Unité 3, Activité 5: A qui penses-tu?, Étape 1: Écrire | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---------|---|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration | (i) describe people orally using a series of sequenced sentences with essential details | Student/Teacher | Narrative | 9781944876906 | 60 | Unité 2, Je m'appelle Maxime (introductory text) |
| | | | Student/Teacher | Activity | 9781944876906 | 35 | Unité 1, Découvrons 2, Activité 19: Comment sont les personnes qui travaillent à votre école?, Étape 2: Parler et deviner |
| | | | Student/Teacher | Activity | 9781944876906 | 37 | Unité 1, J'avance 2: Voici notre école, Étape 4: Parler |
| | | | Student/Teacher | Narrative | 9781944876906 | 32 | Unité 1, Le personnel de l'école |
| | | | Student/Teacher | Narrative | 9781944876906 | 34 | Unité 1, Découvrons 2, Describing a person's job and personality |
| | | | Teacher Only | Narrative | 9781641590105 | 60 | Unité 2, Je m'appelle Maxime (introductory text) |
| | | | Teacher Only | Activity | 9781641590105 | 35 | Unité 1, Découvrons 2, Activité 19: Comment sont les personnes qui travaillent à votre école?, Étape 2: Parler et deviner |
| | | | Teacher Only | Activity | 9781641590105 | 37 | Unité 1, J'avance 2: Voici notre école, Étape 4: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 32 | Unité 1, Le personnel de l'école |
| | | | Teacher Only | Narrative | 9781641590105 | 34 | Unité 1, Découvrons 2, Describing a person's job and personality |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|---|-----------------|--|----------------|---------|---|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration | (ii) describe objects orally using a series of sequenced sentences with essential details | Student/Teacher | Narrative | 9781944876906 | 68 | Unité 2, Comment dit-on? 1, Les traditions et la nourriture, Les plats traditionnels belges |
| | | | Student/Teacher | Activity | 9781944876906 | 72 | Unité 2, Activité 7: Quel plat choisir?, Étape 3: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 74 | Unité 2, Activité 8: Quel plat voulez-vous goûter?, Étape 1: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 85 | Unité 2, Activité 14: Comment Diego va-t-il préparer la tarte?, Étape 2: Laisser un message |
| | | | Student/Teacher | Activity | 9781944876906 | 111 | Unité 2, J'y arrive, Presentational Assessment: Je vous invite |
| | | | Teacher Only | Narrative | 9781641590105 | 68 | Unité 2, Comment dit-on? 1, Les traditions et la nourriture, Les plats traditionnels belges |
| | | | Teacher Only | Activity | 9781641590105 | 72 | Unité 2, Activité 7: Quel plat choisir?, Étape 3: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 74 | Unité 2, Activité 8: Quel plat voulez-vous goûter?, Étape 1: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 85 | Unité 2, Activité 14: Comment Diego va-t-il préparer la tarte?, Étape 2: Laisser un message |
| Teacher Only | Activity | 9781641590105 | 111 | Unité 2, J'y arrive, Presentational Assessment: Je vous invite | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---------|--|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration | (iii) describe situations orally using a series of sequenced sentences with essential details | Student/Teacher | Narrative | 9781944876906 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Student/Teacher | Activity | 9781944876906 | 299 | Unité 6, Activité 16: Ça vous dit de faire une séjour linguistique en Suisse?, Étape 3: Parler |
| | | | Student/Teacher | Activity | 9781944876906 | 291 | Unité 6, Activité 12: C'est quoi, le stage idéal?, Étape 1: Présenter |
| | | | Student/Teacher | Activity | 9781944876906 | 290 | Unité 6, Activité 10: Et si tu gagnes au loto? |
| | | | Student/Teacher | Activity | 9781944876906 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |
| | | | Teacher Only | Narrative | 9781641590105 | 288 | Unité 6, Découvrons 1: Describing what will happen / What you will do (Part 1) |
| | | | Teacher Only | Activity | 9781641590105 | 299 | Unité 6, Activité 16: Ça vous dit de faire une séjour linguistique en Suisse?, Étape 3: Parler |
| | | | Teacher Only | Activity | 9781641590105 | 291 | Unité 6, Activité 12: C'est quoi, le stage idéal?, Étape 1: Présenter |
| | | | Teacher Only | Activity | 9781641590105 | 290 | Unité 6, Activité 10: Et si tu gagnes au loto? |
| | | | Teacher Only | Activity | 9781641590105 | 297 | Unité 6, Activité 15: Qu'est-ce qu'il y a dans votre bagage à main?, Étape 3: Parler |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---------|---|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration | (iv) describe people in writing using a series of sequenced sentences with simple elaboration | Student/Teacher | Narrative | 9781944876906 | 60 | Unité 2, Je m'appelle Maxime (introductory text) |
| | | | Student/Teacher | Activity | 9781944876906 | 120 | Unité 3, Activité 5: À qui penses-tu?, Étape 1: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 138 | Unité 3, Activité 16: Qui est fait pour ce rôle?, Étape 2: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 3: Écrire |
| | | | Student/Teacher | Activity | 9781944876906 | 35 | Unité 1, Découvrons 2, Activité 19: Comment sont les personnes qui travaillent à votre école?, Étape 1: Écrire une biographie |
| | | | Teacher Only | Narrative | 9781641590105 | 60 | Unité 2, Je m'appelle Maxime (introductory text) |
| | | | Teacher Only | Activity | 9781641590105 | 120 | Unité 3, Activité 5: À qui penses-tu?, Étape 1: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 138 | Unité 3, Activité 16: Qui est fait pour ce rôle?, Étape 2: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 61 | Unité 2, Activité 1: Bonjour, Maxime!, Étape 3: Écrire |
| | | | Teacher Only | Activity | 9781641590105 | 35 | Unité 1, Découvrons 2, Activité 19: Comment sont les personnes qui travaillent à votre école?, Étape 1: Écrire une biographie |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---------|---|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration | (v) describe objects in writing using a series of sequenced sentences with simple elaboration | Student/Teacher | Narrative | 9781944876906 | 179 | Unité 4, L'école (a poem) |
| | | | Student/Teacher | Narrative | 9781944876906 | 174 | Unité 4, Comment dit-on? 1, Visitons le meilleur de Paris |
| | | | Student/Teacher | Activity | 9781944876906 | 64 | Unité 2, Activité 4: Vous mangez quoi, à l'école? |
| | | | Student/Teacher | Narrative | 9781944876906 | 68 | Unité 2, Comment dit-on? 1, Les traditions et la nourriture, Les plats traditionnels belges |
| | | | Student/Teacher | Activity | 9781944876906 | 70 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 1: Identifier |
| | | | Teacher Only | Narrative | 9781641590105 | 179 | Unité 4, L'école (a poem) |
| | | | Teacher Only | Narrative | 9781641590105 | 174 | Unité 4, Comment dit-on? 1, Visitons le meilleur de Paris |
| | | | Teacher Only | Activity | 9781641590105 | 64 | Unité 2, Activité 4: Vous mangez quoi, à l'école? |
| | | | Teacher Only | Narrative | 9781641590105 | 68 | Unité 2, Comment dit-on? 1, Les traditions et la nourriture, Les plats traditionnels belges |
| | | | Teacher Only | Activity | 9781641590105 | 70 | Unité 2, Activité 6: Quelles gaufres goûter?, Étape 1: Identifier |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page(s) | Specific Location |
|---|--|---|-----------------|---------------|----------------|---------|---|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration | (vi) describe situations in writing using a series of sequenced sentences with simple elaboration | Student/Teacher | Narrative | 9781944876906 | 293 | Unité 6, Comment dit-on? 2, Je fais ma valise! Se préparer au voyage |
| | | | Student/Teacher | Narrative | 9781944876906 | 299 | Unité 6, Activité 16: Ça vous dit de faire un séjour linguistique en Suisse?, Étape 2: Laisser un message |
| | | | Student/Teacher | Activity | 9781944876906 | 198 | Unité 4, Comment dit-on? 3, On y va! Je bouge en ville |
| | | | Student/Teacher | Narrative | 9781944876906 | 199 | Unité 4, Activité 22: Qu'est-ce qu'elle a fait pour son anniversaire?, Étape 2: Lire et corriger |
| | | | Student/Teacher | Activity | 9781944876906 | 205 | Unité 4, Activité 24: Comment expliquer le métro parisien à un ami, Étape 2: Répondre |
| | | | Teacher Only | Narrative | 9781641590105 | 293 | Unité 6, Comment dit-on? 2, Je fais ma valise! Se préparer au voyage |
| | | | Teacher Only | Narrative | 9781641590105 | 299 | Unité 6, Activité 16: Ça vous dit de faire un séjour linguistique en Suisse?, Étape 2: Laisser un message |
| | | | Teacher Only | Activity | 9781641590105 | 198 | Unité 4, Comment dit-on? 3, On y va! Je bouge en ville |
| | | | Teacher Only | Narrative | 9781641590105 | 199 | Unité 4, Activité 22: Qu'est-ce qu'elle a fait pour son anniversaire?, Étape 2: Lire et corriger |
| | | | Teacher Only | Activity | 9781641590105 | 205 | Unité 4, Activité 24: Comment expliquer le métro parisien à un ami, Étape 2: Répondre |