

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

Subject	Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English
Course	§114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.
Publisher	Wayside Publishing
Program Title	EntreCultures 3
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TEKS Coverage (%)	100.00%

(a) General requirements.

- (1) Level III can be offered in 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 II, achieving a Novice High to Intermediate Low 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 III are expected to reach a proficiency level of Intermediate Low to Intermediate Mid, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.
- (A) 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.
- (B) Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks.
- (C) By the end of Level III, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate Low to Intermediate Mid proficiency level. 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.
- (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.

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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(i) ask questions about everyday life in spoken conversation	Student/Teacher	Narrative	978-1-641590-01-3	31	U1, Activité 19: Mes activités préférées, Étape 1: Parler (Modèle)
			Student/Teacher	Activity	978-1-641590-01-3	12	U1, Activité 6: À quel âge?
			Student/Teacher	Activity	978-1-641590-01-3	32	U1, Activité 20: Nos préférences, Étape 1: Demander
			Student/Teacher	Activity	978-1-641590-01-3	35	U2, Activité 22: Le portable à l'école, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	165	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	31	U1, Activité 19: Mes activités préférées, Étape 1: Parler (Modèle)
			Teacher Only	Activity	978-1-641590-11-2	12	U1, Activité 6: À quel âge?
			Teacher Only	Activity	978-1-641590-11-2	32	U1, Activité 20: Nos préférences, Étape 1: Demander
			Teacher Only	Activity	978-1-641590-11-2	35	U2, Activité 22: Le portable à l'école, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	165	U4, Activité 4: Et vous? Vous faites quoi comme bénévole?, Étape 3: Parler

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			Student/Teacher	Activity	978-1-641590-01-3	12	U1, Activité 6: À quel âge?
			Student/Teacher	Activity	978-1-641590-01-3	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été?
			Student/Teacher	Activity	978-1-641590-01-3	19	U1, Activité 11, À la recherche d'un(e) ami(e), Étape 1: Répondre et demander
			Student/Teacher	Activity	978-1-641590-01-3	51	U1, J'avance 3: Mon adolescence, Étape 3: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été? (Modèle)
			Teacher Only	Activity	978-1-641590-11-2	12	U1, Activité 6: À quel âge?
			Teacher Only	Activity	978-1-641590-11-2	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été?
			Teacher Only	Activity	978-1-641590-11-2	19	U1, Activité 11, À la recherche d'un(e) ami(e), Étape 1: Répondre et demander
			Teacher Only	Activity	978-1-641590-11-2	51	U1, J'avance 3: Mon adolescence, Étape 3: Écrire

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			Student/Teacher	Activity	978-1-641590-01-3	32	U1, Activité 20: Nos préférences, Étape 1: Demander
			Student/Teacher	Activity	978-1-641590-01-3	93	U2, Activité 25: La conversation de Félix et Océane, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	101	U2, Activité 31: Et que ferais-tu si...?
			Student/Teacher	Activity	978-1-641590-01-3	120	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler
			Teacher Only	Narrative	978-1-641590-11-2	186	U4, À nous maintenant!
			Teacher Only	Activity	978-1-641590-11-2	32	U1, Activité 20: Nos préférences, Étape 1: Demander
			Teacher Only	Activity	978-1-641590-11-2	93	U2, Activité 25: La conversation de Félix et Océane, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	101	U2, Activité 31: Et que ferais-tu si...?
			Teacher Only	Activity	978-1-641590-11-2	120	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler

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			Student/Teacher	Activity	978-1-641590-01-3	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été?
			Student/Teacher	Activity	978-1-641590-01-3	66	U2, Activité 6: On le fait avec l'ordi, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	234	U5, Activité 17: Changer ou non son "look"
			Student/Teacher	Activity	978-1-641590-01-3	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	186	U4, À nous maintenant!
			Teacher Only	Activity	978-1-641590-11-2	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été?
			Teacher Only	Activity	978-1-641590-11-2	66	U2, Activité 6: On le fait avec l'ordi, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	234	U5, Activité 17: Changer ou non son "look"
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			Student/Teacher	Activity	978-1-641590-01-3	12	U1, Activité 6: À quel âge?
			Student/Teacher	Activity	978-1-641590-01-3	35	U1, Activité 23: Mes activités préférées
			Student/Teacher	Activity	978-1-641590-01-3	59	U1, J'y arrive: Les grandes étapes de ma vie, Interpersonal Assessment, Partageons nos expériences
			Student/Teacher	Activity	978-1-641590-01-3	87	U2, Activité 22: Le portable à l'école, Étape 2: Parler
			Teacher Only	Narrative	978-1-641590-11-2	31	U1, Activité 19: Mes activités préférées, Étape 1: Parler (Modèle)
			Teacher Only	Activity	978-1-641590-11-2	12	U1, Activité 6: À quel âge?
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			Teacher Only	Activity	978-1-641590-11-2	59	U1, J'y arrive: Les grandes étapes de ma vie, Interpersonal Assessment, Partageons nos expériences
			Teacher Only	Activity	978-1-641590-11-2	87	U2, Activité 22: Le portable à l'école, Étape 2: Parler

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			Student/Teacher	Activity	978-1-641590-01-3	11	U1, Activité 5: Un retour dans le passé, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été?
			Student/Teacher	Activity	978-1-641590-01-3	141	U3, Activité 20: Voilà ce qui t'arrivera si...
			Student/Teacher	Activity	978-1-641590-01-3	288	U6, Activité 27: On vous en propose
			Teacher Only	Narrative	978-1-641590-11-2	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été? (Modèle)
			Teacher Only	Activity	978-1-641590-11-2	11	U1, Activité 5: Un retour dans le passé, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été?
			Teacher Only	Activity	978-1-641590-11-2	141	U3, Activité 20: Voilà ce qui t'arrivera si...
			Teacher Only	Activity	978-1-641590-11-2	288	U6, Activité 27: On vous en propose

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			Student/Teacher	Activity	978-1-641590-01-3	59	U1, J'y arrive: Les grandes étapes de ma vie, Interpersonal Assessment, Partageons nos expériences
			Student/Teacher	Activity	978-1-641590-01-3	120	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler
			Student/Teacher	Activity	978-1-641590-01-3	231	U5, Activité 15: S'adapter à un nouvel environnement
			Teacher Only	Narrative	978-1-641590-11-2	186	U4, À nous maintenant!
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			Teacher Only	Activity	978-1-641590-11-2	59	U1, J'y arrive: Les grandes étapes de ma vie, Interpersonal Assessment, Partageons nos expériences
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			Student/Teacher	Activity	978-1-641590-01-3	11	U1, Activité 5: Un retour dans le passé, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été?
			Student/Teacher	Activity	978-1-641590-01-3	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire
			Student/Teacher	Activity	978-1-641590-01-3	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	186	U4, À nous maintenant!
			Teacher Only	Activity	978-1-641590-11-2	11	U1, Activité 5: Un retour dans le passé, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	12	U1, Activité 7: Qu'est-ce que vous avez fait cet été?
			Teacher Only	Activity	978-1-641590-11-2	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire
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			Student/Teacher	Activity	978-1-641590-01-3	13	U1, Activité 7: L'amitié autour du monde, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	44	U1, Activité 28: Trouver un job d'étudiant, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	63	U2, Activité 5: À quoi ressembleront les smartphones du futur?, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	165	U4, Activité 5: Le bien-être et les choix, Étape 1: Parler
			Teacher Only	Narrative	978-1-641590-11-2	267	U6, Découvrons 1: Exprimer des opinions et des croyances
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			Teacher Only	Activity	978-1-641590-11-2	44	U1, Activité 28: Trouver un job d'étudiant, Étape 2: Parler
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			Student/Teacher	Activity	978-1-641590-01-3	16	U1, Activité 10: Atelier de 10h00 - Les qualités d'un bon ami, Étape 2: Demander et écrire
			Student/Teacher	Activity	978-1-641590-01-3	63	U2, Activité 5: À quoi ressembleront les smartphones du futur?, Étape 2: Écrire (un email)
			Student/Teacher	Activity	978-1-641590-01-3	234	U5, Activité 17: Changer ou non son "look"
			Student/Teacher	Activity	978-1-641590-01-3	272	U6, Activité 14: Comment interagir avec l'art?, Étape 1: Choisir et écrire
			Teacher Only	Narrative	978-1-641590-11-2	267	U6, Découvrons 1: Exprimer des opinions et des croyances
			Teacher Only	Activity	978-1-641590-11-2	16	U1, Activité 10: Atelier de 10h00 - Les qualités d'un bon ami, Étape 2: Demander et écrire
			Teacher Only	Activity	978-1-641590-11-2	63	U2, Activité 5: À quoi ressembleront les smartphones du futur?, Étape 2: Écrire (un email)
			Teacher Only	Activity	978-1-641590-11-2	234	U5, Activité 17: Changer ou non son "look"
			Teacher Only	Activity	978-1-641590-11-2	272	U6, Activité 14: Comment interagir avec l'art?, Étape 1: Choisir et écrire

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			Student/Teacher	Activity	978-1-641590-01-3	13	U1, Activité 8: L'amitié autour du monde, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	63	U2, Activité 5: À quoi ressembleront les smartphones du futur?, Étape 3: Parler
			Student/Teacher	Narrative	978-1-641590-01-3	120	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler
			Student/Teacher	Activity	978-1-641590-01-3	263	U6, Activité 7: Moi, j'aime...
			Teacher Only	Narrative	978-1-641590-11-2	122	U3, Expressions utiles
			Teacher Only	Activity	978-1-641590-11-2	13	U1, Activité 8: L'amitié autour du monde, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	63	U2, Activité 5: À quoi ressembleront les smartphones du futur?, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	120	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler
			Teacher Only	Activity	978-1-641590-11-2	263	U6, Activité 7: Moi, j'aime...

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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(iv) express personal preferences with supporting statements in written conversation	Student/Teacher	Narrative	978-1-641590-01-3	19	U1, Activité 11: À la recherche d'un(e) ami(e), Étape 1: Répondre et demander
			Student/Teacher	Activity	978-1-641590-01-3	16	U1, Activité 10: Atelier de 10h00 - Les qualités d'un bon ami, Étape 2: Demander et écrire
			Student/Teacher	Activity	978-1-641590-01-3	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire
			Student/Teacher	Activity	978-1-641590-01-3	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	19	U1, Activité 11: À la recherche d'un(e) ami(e), Étape 1: Répondre et demander
			Teacher Only	Activity	978-1-641590-11-2	16	U1, Activité 10: Atelier de 10h00 - Les qualités d'un bon ami, Étape 2: Demander et écrire
			Teacher Only	Activity	978-1-641590-11-2	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire
			Teacher Only	Activity	978-1-641590-11-2	260	U6, Activité 5: Les activités culturelles ici, Étape 1: 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(v) express personal recommendations with supporting statements in spoken conversation	Student/Teacher	Narrative	978-1-641590-01-3	121	U3, Rappel: Pour donner des conseils
			Student/Teacher	Activity	978-1-641590-01-3	13	U1, Activité 7: L'amitié autour du monde, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	63	U2, Activité 5: À quoi ressembleront les smartphones du futur?, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	75	U2, Activité 13: Ma présence sur la toile, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur
			Teacher Only	Narrative	978-1-641590-11-2	121	U3, Rappel: Pour donner des conseils
			Teacher Only	Activity	978-1-641590-11-2	13	U1, Activité 7: L'amitié autour du monde, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	63	U2, Activité 5: À quoi ressembleront les smartphones du futur?, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	75	U2, Activité 13: Ma présence sur la toile, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur

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			Student/Teacher	Activity	978-1-641590-01-3	141	U3, Activité 20: Voilà ce qui t'arrivera si...
			Student/Teacher	Activity	978-1-641590-01-3	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Student/Teacher	Activity	978-1-641590-01-3	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre
			Student/Teacher	Activity	978-1-641590-01-3	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	235	U5, Découvrons 1: Exprimer des généralités et des opinions (1re Partie)
			Teacher Only	Activity	978-1-641590-11-2	141	U3, Activité 20: Voilà ce qui t'arrivera si...
			Teacher Only	Activity	978-1-641590-11-2	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Teacher Only	Activity	978-1-641590-11-2	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre
			Teacher Only	Activity	978-1-641590-11-2	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire

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			Student/Teacher	Activity	978-1-641590-01-3	13	U1, Activité 7: L'amitié autour du monde, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	239	U5, Activité 20: Comment prendre de bonnes décisions?, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	259	U6, Activité 4: Les événements importants au Laos, Étape 2: Discuter
			Student/Teacher	Activity	978-1-641590-01-3	281	U6, Activité 21: Sois convaincant(e)!
			Teacher Only	Narrative	978-1-641590-11-2	235	U5, Découvrons 2: Exprimer des généralités et des opinions (2e Partie)
			Teacher Only	Activity	978-1-641590-11-2	13	U1, Activité 7: L'amitié autour du monde, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	239	U5, Activité 20: Comment prendre de bonnes décisions?, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	259	U6, Activité 4: Les événements importants au Laos, Étape 2: Discuter
			Teacher Only	Activity	978-1-641590-11-2	281	U6, Activité 21: Sois convaincant(e)!

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			Student/Teacher	Activity	978-1-641590-01-3	16	U1, Activité 10: Atelier de 10h00 - Les qualités d'un bon ami, Étape 2: Demander et écrire
			Student/Teacher	Activity	978-1-641590-01-3	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	259	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	272	U6, Activité 14: Comment interagir avec l'art?, Étape 1: Choisir et écrire
			Teacher Only	Narrative	978-1-641590-11-2	235	U5, Découvrons 2: Exprimer des généralités et des opinions (2e Partie)
			Teacher Only	Activity	978-1-641590-11-2	16	U1, Activité 10: Atelier de 10h00 - Les qualités d'un bon ami, Étape 2: Demander et écrire
			Teacher Only	Activity	978-1-641590-11-2	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	259	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Teacher Only	Activity	978-1-641590-11-2	272	U6, Activité 14: Comment interagir avec l'art?, Étape 1: Choisir et écrire

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			Student/Teacher	Activity	978-1-641590-01-3	10	U1, Activité 4: C'est la rentrée! A quoi pensez-vous?, Étape 2: Discuter
			Student/Teacher	Activity	978-1-641590-01-3	15	U1, Activité 8: L'amitié autour du monde, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	32	U1, Activité 20: Nos préférences, Étape 1: Demander
			Student/Teacher	Activity	978-1-641590-01-3	120	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler
			Teacher Only	Narrative	978-1-641590-11-2	15	U1, Activité 8: L'amitié autour du monde, Étape 2: Parler (Modèle)
			Teacher Only	Activity	978-1-641590-11-2	10	U1, Activité 4: C'est la rentrée! A quoi pensez-vous?, Étape 2: Discuter
			Teacher Only	Activity	978-1-641590-11-2	15	U1, Activité 8, L'amitié autour du monde, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	32	U1, Activité 20: Nos préférences, Étape 1: Demander
			Teacher Only	Activity	978-1-641590-11-2	120	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler

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			Student/Teacher	Activity	978-1-641590-01-3	19	U1, Activité 11: A la recherche d'un bon ami, Étape 1: Répondre et demander
			Student/Teacher	Activity	978-1-641590-01-3	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	272	U6, Activité 14: Comment interagir avec l'art?, Étape 1: Choisir et écrire
			Teacher Only	Narrative	978-1-641590-11-2	127	U3, Activité 11: Ce qu'ils devraient faire
			Teacher Only	Activity	978-1-641590-11-2	19	U1, Activité 11: A la recherche d'un bon ami, Étape 1: Répondre et demander
			Teacher Only	Activity	978-1-641590-11-2	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Teacher Only	Activity	978-1-641590-11-2	272	U6, Activité 14: Comment interagir avec l'art?, Étape 1: Choisir et écrire

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			Student/Teacher	Activity	978-1-641590-01-3	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	229	U5, J'avance 1: Les correspondants de notre école jumelée, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	244	U5, Activité 25: Discussion sur l'avenir
			Student/Teacher	Activity	978-1-641590-01-3	289	U6, J'avance 3: Une exposition virtuelle, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler (Modèle)
			Teacher Only	Activity	978-1-641590-11-2	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	229	U5, J'avance 1: Les correspondants de notre école jumelée, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	244	U5, Activité 25: Discussion sur l'avenir
			Teacher Only	Activity	978-1-641590-11-2	289	U6, J'avance 3: Une exposition virtuelle, Étape 3: Parler

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			Student/Teacher	Activity	978-1-641590-01-3	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, É2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	288	U6, Activité 27: On vous en propose
			Teacher Only	Narrative	978-1-641590-11-2	167	U4, Rappelle-toi: Expressions utiles
			Teacher Only	Activity	978-1-641590-11-2	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, É2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Teacher Only	Activity	978-1-641590-11-2	288	U6, Activité 27: On vous en propose

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			Student/Teacher	Activity	978-1-641590-01-3	89	U2, Activité 23: A ma place..., Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	101	U2, Activité 31: Et que ferais-tu si...?
			Student/Teacher	Activity	978-1-641590-01-3	170	U4, Activité 8: Les conseils de l'Éco Club, Étape 3: Parler et noter
			Student/Teacher	Activity	978-1-641590-01-3	179	U4, Activité 16: Il faut ou il ne faut pas
			Teacher Only	Narrative	978-1-641590-11-2	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 1: Écrire
			Teacher Only	Activity	978-1-641590-11-2	89	U2, Activité 23: A ma place..., Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	101	U2, Activité 31: Et que ferais-tu si...?
			Teacher Only	Activity	978-1-641590-11-2	170	U4, Activité 8: Les conseils de l'Éco Club, Étape 3: Parler et noter
			Teacher Only	Activity	978-1-641590-11-2	179	U4, Activité 16: Il faut ou il ne faut pas

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			Student/Teacher	Activity	978-1-641590-01-3	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	234	U5, Activité 17: Changer ou non son "look"
			Student/Teacher	Activity	978-1-641590-01-3	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 1: Écrire
			Teacher Only	Activity	978-1-641590-11-2	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	234	U5, Activité 17: Changer ou non son "look"
			Teacher Only	Activity	978-1-641590-11-2	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire

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			Student/Teacher	Activity	978-1-641590-01-3	89	U2, Activité 23: A ma place..., Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	101	U2, Activité 31: Et que ferais-tu si...?
			Student/Teacher	Activity	978-1-641590-01-3	170	U4, Activité 8: Les conseils de l'Éco Club, Étape 3: Parler et noter
			Student/Teacher	Activity	978-1-641590-01-3	179	U4, Activité 16: Il faut ou il ne faut pas
			Teacher Only	Narrative	978-1-641590-11-2	121	U3, Rappel: Pour donner des conseils
			Teacher Only	Activity	978-1-641590-11-2	89	U2, Activité 23: A ma place..., Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	101	U2, Activité 31: Et que ferais-tu si...?
			Teacher Only	Activity	978-1-641590-11-2	170	U4, Activité 8: Les conseils de l'Éco Club, Étape 3: Parler et noter
			Teacher Only	Activity	978-1-641590-11-2	179	U4, Activité 16: Il faut ou il ne faut pas

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			Student/Teacher	Activity	978-1-641590-01-3	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	234	U5, Activité 17: Changer ou non son "look"
			Student/Teacher	Activity	978-1-641590-01-3	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	90	U2, Activité 24: À ta place...
			Teacher Only	Activity	978-1-641590-11-2	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	234	U5, Activité 17: Changer ou non son "look"
			Teacher Only	Activity	978-1-641590-11-2	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-641590-01-3	89	U2, Activité 23: A ma place..., Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	101	U2, Activité 31: Et que ferais-tu si...?
			Student/Teacher	Activity	978-1-641590-01-3	170	U4, Activité 8: Les conseils de l'Éco Club, Étape 3: Parler et noter
			Student/Teacher	Activity	978-1-641590-01-3	179	U4, Activité 16: Il faut ou il ne faut pas
			Teacher Only	Narrative	978-1-641590-11-2	121	U3, Rappel: Pour donner des conseils
			Teacher Only	Activity	978-1-641590-11-2	89	U2, Activité 23: A ma place..., Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	101	U2, Activité 31: Et que ferais-tu si...?
			Teacher Only	Activity	978-1-641590-11-2	170	U4, Activité 8: Les conseils de l'Éco Club, Étape 3: Parler et noter
			Teacher Only	Activity	978-1-641590-11-2	179	U4, Activité 16: Il faut ou il ne faut pas

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			Student/Teacher	Activity	978-1-641590-01-3	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	234	U5, Activité 17: Changer ou non son "look"
			Student/Teacher	Activity	978-1-641590-01-3	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	121	U3, Rappel: Pour donner des conseils
			Teacher Only	Activity	978-1-641590-11-2	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	234	U5, Activité 17: Changer ou non son "look"
			Teacher Only	Activity	978-1-641590-11-2	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	260	U6, Activité 5: Les activités culturelles ici, Étape 1: Écrire

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			Student/Teacher	Activity	978-1-641590-01-3	118	U3, Activité 6: Le travail que tu feras dans l'avenir, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	179	U4, Activité 16: Il faut ou il ne faut pas
			Student/Teacher	Activity	978-1-641590-01-3	195	U4, Activité 25: Les défis mondiaux, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	218	U5, Activité 6: Éléments obligatoires pour accueillir
			Teacher Only	Narrative	978-1-641590-11-2	135	U3, Activité 15: Vous êtes en direct!, Étape 2 (Modèle)
			Teacher Only	Activity	978-1-641590-11-2	118	U3, Activité 6: Le travail que tu feras dans l'avenir, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	179	U4, Activité 16: Il faut ou il ne faut pas
			Teacher Only	Activity	978-1-641590-11-2	195	U4, Activité 25: Les défis mondiaux, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	218	U5, Activité 6: Éléments obligatoires pour accueillir

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			Student/Teacher	Activity	978-1-641590-01-3	90	U2, Activité 24: A ta place
			Student/Teacher	Activity	978-1-641590-01-3	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Student/Teacher	Activity	978-1-641590-01-3	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre
			Teacher Only	Narrative	978-1-641590-11-2	121	U3, Rappel: Pour donner des conseils
			Teacher Only	Activity	978-1-641590-11-2	90	U2, Activité 24: A ta place
			Teacher Only	Activity	978-1-641590-11-2	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Teacher Only	Activity	978-1-641590-11-2	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre

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			Student/Teacher	Activity	978-1-641590-01-3	118	U3, Activité 6: Le travail que tu feras dans l'avenir, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	135	U3, Activité 15: Vous êtes en direct!, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	141	U3, Activité 19: Qu'est-ce qui se passera?
			Student/Teacher	Activity	978-1-641590-01-3	165	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	143	U3, Comment dit-on? 3: Quelles sont mes compétences sociales? (Audio in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	118	U3, Activité 6: Le travail que tu feras dans l'avenir, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	135	U3, Activité 15: Vous êtes en direct!, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	141	U3, Activité 19: Qu'est-ce qui se passera?
			Teacher Only	Activity	978-1-641590-11-2	165	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler

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			Student/Teacher	Activity	978-1-641590-01-3	90	U2, Activité 24: A ta place
			Student/Teacher	Activity	978-1-641590-01-3	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Student/Teacher	Activity	978-1-641590-01-3	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre
			Teacher Only	Narrative	978-1-641590-11-2	133	U3, Comment dit-on? 2: Trouver un équilibre de vie
			Teacher Only	Activity	978-1-641590-11-2	90	U2, Activité 24: A ta place
			Teacher Only	Activity	978-1-641590-11-2	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Teacher Only	Activity	978-1-641590-11-2	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre

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			Student/Teacher	Activity	978-1-641590-01-3	118	U3, Activité 6: Le travail que tu feras dans l'avenir, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	179	U4, Activité 16: Il faut ou il ne faut pas
			Student/Teacher	Activity	978-1-641590-01-3	195	U4, Activité 25: Les défis mondiaux, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	218	U5, Activité 6: Éléments obligatoires pour accueillir
			Teacher Only	Narrative	978-1-641590-11-2	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire
			Teacher Only	Activity	978-1-641590-11-2	118	U3, Activité 6: Le travail que tu feras dans l'avenir, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	179	U4, Activité 16: Il faut ou il ne faut pas
			Teacher Only	Activity	978-1-641590-11-2	195	U4, Activité 25: Les défis mondiaux, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	218	U5, Activité 6: Éléments obligatoires pour accueillir

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			Student/Teacher	Activity	978-1-641590-01-3	90	U2, Activité 24: A ta place
			Student/Teacher	Activity	978-1-641590-01-3	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Student/Teacher	Activity	978-1-641590-01-3	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre
			Teacher Only	Narrative	978-1-641590-11-2	168	U4, Comment dit-on? 1: Écocitoyenneté - Moi, j'agis!
			Teacher Only	Activity	978-1-641590-11-2	90	U2, Activité 24: A ta place
			Teacher Only	Activity	978-1-641590-11-2	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Teacher Only	Activity	978-1-641590-11-2	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre

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			Student/Teacher	Activity	978-1-641590-01-3	118	U3, Activité 6: Le travail que tu feras dans l'avenir, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	135	U3, Activité 15: Vous êtes en direct!, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	141	U3, Activité 19: Qu'est-ce qui se passera?
			Student/Teacher	Activity	978-1-641590-01-3	165	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	189	U4, Découvrons 2: Donner des directives
			Teacher Only	Activity	978-1-641590-11-2	118	U3, Activité 6: Le travail que tu feras dans l'avenir, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	135	U3, Activité 15: Vous êtes en direct!, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	141	U3, Activité 19: Qu'est-ce qui se passera?
			Teacher Only	Activity	978-1-641590-11-2	165	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler

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			Student/Teacher	Activity	978-1-641590-01-3	90	U2, Activité 24: A ta place
			Student/Teacher	Activity	978-1-641590-01-3	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Student/Teacher	Activity	978-1-641590-01-3	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre
			Teacher Only	Narrative	978-1-641590-11-2	189	U4, Découvrons 2: Donner des directives
			Teacher Only	Activity	978-1-641590-11-2	90	U2, Activité 24: A ta place
			Teacher Only	Activity	978-1-641590-11-2	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Teacher Only	Activity	978-1-641590-11-2	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre

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			Student/Teacher	Activity	978-1-641590-01-3	135	U3, Activité 15: Vous êtes en direct!, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	141	U3, Activité 19: Qu'est-ce qui se passera?
			Student/Teacher	Activity	978-1-641590-01-3	165	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	228	U5, Activité 12: Je planifie mon infographie, Étape 2: Parler
			Teacher Only	Narrative	978-1-641590-11-2	98	U2, Découvrons 3: Présenter une hypothèse: Et si...?
			Teacher Only	Activity	978-1-641590-11-2	135	U3, Activité 15: Vous êtes en direct!, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	141	U3, Activité 19: Qu'est-ce qui se passera?
			Teacher Only	Activity	978-1-641590-11-2	165	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	228	U5, Activité 12: Je planifie mon infographie, Étape 2: Parler

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			Student/Teacher	Activity	978-1-641590-01-3	90	U2, Activité 24: A ta place
			Student/Teacher	Activity	978-1-641590-01-3	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Student/Teacher	Activity	978-1-641590-01-3	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre
			Teacher Only	Narrative	978-1-641590-11-2	98	U2, Découvrons 3: Présenter une hypothèse: Et si...?
			Teacher Only	Activity	978-1-641590-11-2	90	U2, Activité 24: A ta place
			Teacher Only	Activity	978-1-641590-11-2	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	164	U4, Activité 4: Et vous? Vous faites quoi comme bénévolat?, Étape 2: Répondre
			Teacher Only	Activity	978-1-641590-11-2	236	U5, Activité 19: Ce qui est important pour quelqu'un d'autre

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			Student/Teacher	Activity	978-1-641590-01-3	89	U2, Activité 23: A ma place..., Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	203	U4, J'avance 3: Nous agissons pour le bien de tous, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	208	U4, J'y arrive: Un projet mondiale pour le bien-être de tous, Interpersonal Assessment: Discutez-en pour développer votre idée
			Student/Teacher	Activity	978-1-641590-01-3	274	U6, Activité 16: Présenter l'oeuvre d'art de votre choix, Étape 2: Présenter, écouter et répondre
			Teacher Only	Narrative	978-1-641590-11-2	195	U4, Activité 26: Les trois piliers et la durabilité globale (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	89	U2, Activité 23: A ma place..., Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	203	U4, J'avance 3: Nous agissons pour le bien de tous, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	208	U4, J'y arrive: Un projet mondiale pour le bien-être de tous, Interpersonal Assessment: Discutez-en pour développer votre idée
			Teacher Only	Activity	978-1-641590-11-2	274	U6, Activité 16: Présenter l'oeuvre d'art de votre choix, Étape 2: Présenter, écouter et répondre

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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(vi) develop plans with supporting statements in written conversation	Student/Teacher	Narrative	978-1-641590-01-3	261	U6, Rappelle-toi: Expressions utiles
			Student/Teacher	Activity	978-1-641590-01-3	141	U3, Activité 20: Voilà ce qui t'arrivera si...
			Student/Teacher	Activity	978-1-641590-01-3	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	259	U6, Activité 4: Les événements importants au Laos, Étape 2: Discuter
			Student/Teacher	Activity	978-1-641590-01-3	260	U6, Activité 5: Les activités culturelles ici
			Teacher Only	Narrative	978-1-641590-11-2	261	U6, Rappelle-toi: Expressions utiles
			Teacher Only	Activity	978-1-641590-11-2	141	U3, Activité 20: Voilà ce qui t'arrivera si...
			Teacher Only	Activity	978-1-641590-11-2	177	U4, Activité 14: Ce qu'il faut qu'on fasse, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	259	U6, Activité 4: Les événements importants au Laos, Étape 2: Discuter
			Teacher Only	Activity	978-1-641590-11-2	260	U6, Activité 5: Les activités culturelles ici

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-641590-01-3	28	U1, Activité 17: On pense à l'école, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	29	U1, Activité 18: Tu te sentais comment?, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur
			Student/Teacher	Activity	978-1-641590-01-3	122	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	28	U1, Activité 17: On pense à l'école, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	29	U1, Activité 18: Tu te sentais comment?, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur
			Teacher Only	Activity	978-1-641590-11-2	122	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 2: Noter et parler

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-641590-01-3	28	U1, Activité 17: On pense à l'école, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	38	U1, J'avance 2: C'était comment, la rentrée?, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur
			Student/Teacher	Activity	978-1-641590-01-3	132	U3, J'avance 1: Du rêve à la réalité, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	28	U1, Activité 17: On pense à l'école, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	38	U1, J'avance 2: C'était comment, la rentrée?, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur
			Teacher Only	Activity	978-1-641590-11-2	132	U3, J'avance 1: Du rêve à la réalité, Étape 3: Parler

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			Student/Teacher		978-1-641590-01-3		
			Student/Teacher		978-1-641590-01-3		
			Student/Teacher		978-1-641590-01-3		
			Student/Teacher		978-1-641590-01-3		
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only		978-1-641590-11-2		
			Teacher Only		978-1-641590-11-2		
			Teacher Only		978-1-641590-11-2		
			Teacher Only		978-1-641590-11-2		

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, sentences, and strings of 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	978-1-641590-01-3	236	U5, Expressions utiles
			Student/Teacher	Activity	978-1-641590-01-3	29	U1, Activité 18: On pense à l'école, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	38	U1, J'avance 2: C'était comment, la rentrée?, Étape 2: Parler
			Student/Teacher	Narrative	978-1-641590-01-3	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur
			Teacher Only	Narrative	978-1-641590-11-2	236	U5, Expressions utiles
			Teacher Only	Activity	978-1-641590-11-2	29	U1, Activité 18: On pense à l'école, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	38	U1, J'avance 2: C'était comment, la rentrée?, Étape 2: Parler
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur

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, sentences, and strings of 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	978-1-641590-01-3	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	29	U1, Activité 18: On pense à l'école, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	38	U1, J'avance 2: C'était comment, la rentrée?, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur
			Student/Teacher	Activity	978-1-641590-01-3	132	U3, J'avance 1: Du rêve à la réalité, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	29	U1, Activité 18: On pense à l'école, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	38	U1, J'avance 2: C'était comment, la rentrée?, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	109	U2, J'y arrive: La technologie dans la salle de classe, Interpersonal Assessment: Convincez le fournisseur
			Teacher Only	Activity	978-1-641590-11-2	132	U3, J'avance 1: Du rêve à la réalité, Étape 3: Parler

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			Student/Teacher		978-1-641590-01-3		
			Student/Teacher		978-1-641590-01-3		
			Student/Teacher		978-1-641590-01-3		
			Student/Teacher		978-1-641590-01-3		
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only		978-1-641590-11-2		
			Teacher Only		978-1-641590-11-2		
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			Student/Teacher	Activity	978-1-641590-01-3	73	U2, Activité 10: Écrire un courriel
			Student/Teacher	Narrative	978-1-641590-01-3	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire
			Teacher Only	Narrative	978-1-641590-11-2	145	U3, Stratégies: La communication écrite formelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	73	U2, Activité 10: Écrire un courriel
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et 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, sentences, and strings of 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	978-1-641590-01-3	145	Stratégies: La communication écrite formelle (Video in Explorer)
			Student/Teacher	Narrative	978-1-641590-01-3	73	Stratégies: La communication interculturelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	73	U2, Activité 10: Écrire un courriel
			Student/Teacher	Activity	978-1-641590-01-3	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire
			Teacher Only	Narrative	978-1-641590-11-2	145	Stratégies: La communication écrite formelle (Video in Explorer)
			Teacher Only	Narrative	978-1-641590-11-2	73	Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	73	U2, Activité 10: Écrire un courriel
			Teacher Only	Activity	978-1-641590-11-2	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire

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			Student/Teacher	Narrative	978-1-641590-01-3	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	73	U2, Activité 10: Écrire un courriel
			Student/Teacher	Activity	978-1-641590-01-3	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire
			Student/Teacher	Narrative	978-1-641590-01-3	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Teacher Only	Narrative	978-1-641590-11-2	145	U3, Stratégies: La communication écrite formelle (Video in Explorer)
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	73	U2, Activité 10: Écrire un courriel
			Teacher Only	Activity	978-1-641590-11-2	151	U3, J'avance 3: Je m'engage à réussir, Étape 1: Lire et écrire
			Teacher Only	Narrative	978-1-641590-11-2	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)

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			Student/Teacher	Narrative	978-1-641590-01-3	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	73	U2, Activité 10: Écrire un courriel
			Student/Teacher	Activity	978-1-641590-01-3	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	272	U6, Activité 14: Comment interagir avec l'art, Étape 1: Choisir et écrire
			Teacher Only	Narrative	978-1-641590-11-2	145	U3, Stratégies: La communication écrite formelle (Video in Explorer)
			Teacher Only	Narrative	978-1-641590-11-2	73	U2, Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	73	U2, Activité 10: Écrire un courriel
			Teacher Only	Activity	978-1-641590-11-2	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	272	U6, Activité 14: Comment interagir avec l'art, Étape 1: Choisir et 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, sentences, and strings of 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	978-1-641590-01-3	145	Stratégies: La communication écrite formelle (Video in Explorer)
			Student/Teacher	Narrative	978-1-641590-01-3	73	Stratégies: La communication interculturelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	73	U2, Activité 10: Écrire un courriel
			Student/Teacher	Activity	978-1-641590-01-3	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	278	U6, J'avance 2: Se battre pour les arts, Étape 2: Lire et écrire
			Teacher Only	Narrative	978-1-641590-11-2	145	Stratégies: La communication écrite formelle (Video in Explorer)
			Teacher Only	Narrative	978-1-641590-11-2	73	Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	73	U2, Activité 10: Écrire un courriel
			Teacher Only	Activity	978-1-641590-11-2	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	278	U6, J'avance 2: Se battre pour les arts, Étape 2: Lire et 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, sentences, and strings of 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	978-1-641590-01-3	145	Stratégies: La communication écrite formelle (Video in Explorer)
			Student/Teacher	Narrative	978-1-641590-01-3	73	Stratégies: La communication interculturelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	73	U2, Activité 10: Écrire un courriel
			Student/Teacher	Activity	978-1-641590-01-3	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	278	U6, J'avance 2: Se battre pour les arts, Étape 2: Lire et écrire
			Teacher Only	Narrative	978-1-641590-11-2	145	Stratégies: La communication écrite formelle (Video in Explorer)
			Teacher Only	Narrative	978-1-641590-11-2	73	Stratégies: La communication interculturelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	73	U2, Activité 10: Écrire un courriel
			Teacher Only	Activity	978-1-641590-11-2	126	U3, Activité 10: Qui dit quoi?, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	278	U6, J'avance 2: Se battre pour les arts, Étape 2: Lire et 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 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 a variety of contexts	(i) demonstrate an understanding of culturally authentic print materials in a variety of contexts	Student/Teacher	Narrative	978-1-641590-01-3	262	U6, Stratégies: Comment aborder une lecture plus longue (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Student/Teacher	Activity	978-1-641590-01-3	70	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	94	U2, Activité 26: L'usage d'internet, Étape 1: Faire correspondre et analyser
			Student/Teacher	Activity	978-1-641590-01-3	217	U4, Activité 5: Devenir famille d'accueil bénévole
			Teacher Only	Narrative	978-1-641590-11-2	262	U6, Stratégies: Comment aborder une lecture plus longue (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Teacher Only	Activity	978-1-641590-11-2	70	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Teacher Only	Activity	978-1-641590-11-2	94	U2, Activité 26: L'usage d'internet, Étape 1: Faire correspondre et analyser
			Teacher Only	Activity	978-1-641590-11-2	217	U4, Activité 5: Devenir famille d'accueil bénévole

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 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 a variety of contexts	(ii) demonstrate an understanding of culturally authentic digital materials in a variety of contexts	Student/Teacher	Narrative	978-1-641590-01-3	96	U2, Zoom culture: Pratique culturelle: Parlez-vous technologie?
			Student/Teacher	Activity	978-1-641590-01-3	17	U1, Activité 10: Les caractéristiques d'un(e) bon(ne) ami(e), Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	83	U2, Activité 18: Et dans votre communauté?, Étape 1: Lire et écrire
			Student/Teacher	Activity	978-1-641590-01-3	86	U2, Activité 20: Le comportement sur internet
			Student/Teacher	Activity	978-1-641590-01-3	224	U5, Activité 10: Les femmes dans la politique française, Étape 1: Lire et répondre
			Teacher Only	Narrative	978-1-641590-11-2	96	U2, Zoom culture: Pratique culturelle: Parlez-vous technologie?
			Teacher Only	Activity	978-1-641590-11-2	17	U1, Activité 10: Les caractéristiques d'un(e) bon(ne) ami(e), Étape 1: Lire
			Teacher Only	Activity	978-1-641590-11-2	83	U2, Activité 18: Et dans votre communauté?, Étape 1: Lire et écrire
			Teacher Only	Activity	978-1-641590-11-2	86	U2, Activité 20: Le comportement sur internet
			Teacher Only	Activity	978-1-641590-11-2	224	U5, Activité 10: Les femmes dans la politique française, Étape 1: Lire et répondre

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			Student/Teacher	Activity	978-1-641590-01-3	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre
			Student/Teacher	Activity	978-1-641590-01-3	40	U1, Activité 25: Plus de liberté!, Étape 1: Écouter et écrire
			Student/Teacher	Activity	978-1-641590-01-3	103	U2, J'avance 3: De nouvelles idées, de nouvelles applications de technologie, Étape 1: Écouter et écrire
			Student/Teacher	Activity	978-1-641590-01-3	135	U3, Activité 15: Vous êtes en direct!, Étape 1: Écouter
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre
			Teacher Only	Activity	978-1-641590-11-2	40	U1, Activité 25: Plus de liberté!, Étape 1: Écouter et écrire
			Teacher Only	Activity	978-1-641590-11-2	103	U2, J'avance 3: De nouvelles idées, de nouvelles applications de technologie, Étape 1: Écouter et écrire
			Teacher Only	Activity	978-1-641590-11-2	135	U3, Activité 15: Vous êtes en direct!, Étape 1: Écouter

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			Student/Teacher	Activity	978-1-641590-01-3	86	U2, Activité 21: Etre responsable: s'exprimer ou non dans les médias sociaux, Étape 2: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	138	U3, Activité 17: Des conseils pour une vie plus équilibrée, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	165	U4, Activité 5: Le bien-être et les choix, Étape 3: Regarder et écouter
			Student/Teacher	Activity	978-1-641590-01-3	195	U4, Activité 26: Les trois piliers et la durabilité globale, Étape 1: Regarder
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	86	U2, Activité 21: Etre responsable: s'exprimer ou non dans les médias sociaux, Étape 2: Regarder
			Teacher Only	Activity	978-1-641590-11-2	138	U3, Activité 17: Des conseils pour une vie plus équilibrée, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	165	U4, Activité 5: Le bien-être et les choix, Étape 3: Regarder et écouter
			Teacher Only	Activity	978-1-641590-11-2	195	U4, Activité 26: Les trois piliers et la durabilité globale, Étape 1: Regarder

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-641590-01-3	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Student/Teacher	Activity	978-1-641590-01-3	62	U2, Activité 2: Un poème martiniquais
			Student/Teacher	Activity	978-1-641590-01-3	70	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	178	U4, Activité 15: Il faut que le poète, Étape 2: Relire et écrire
			Teacher Only	Narrative	978-1-641590-11-2	262	U6, Stratégies: Comment aborder une lecture plus longue (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Teacher Only	Activity	978-1-641590-11-2	62	U2, Activité 2: Un poème martiniquais
			Teacher Only	Activity	978-1-641590-11-2	70	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Teacher Only	Activity	978-1-641590-11-2	178	U4, Activité 15: Il faut que le poète, Étape 2: Relire et écrire

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page(s)	Specific Location
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			Student/Teacher	Activity	978-1-641590-01-3	87	U2, Activité 22: Le portable à l'école, Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	89	U2, Activité 23: A ma place..., Étape 1: Lire et écrire
			Student/Teacher	Activity	978-1-641590-01-3	94	U2, Activité 26: L'usage d'internet, Étape 1: Faire correspondre et analyser
			Student/Teacher	Activity	978-1-641590-01-3	218	U5, Activité 5: Éléments avantageux pour accueillir
			Teacher Only	Narrative	978-1-641590-11-2	262	U6, Stratégies: Comment aborder une lecture plus longue (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	87	U2, Activité 22: Le portable à l'école, Étape 1: Lire
			Teacher Only	Activity	978-1-641590-11-2	89	U2, Activité 23: A ma place..., Étape 1: Lire et écrire
			Teacher Only	Activity	978-1-641590-11-2	94	U2, Activité 26: L'usage d'internet, Étape 1: Faire correspondre et analyser
			Teacher Only	Activity	978-1-641590-11-2	218	U5, Activité 5: Éléments avantageux pour accueillir

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			Student/Teacher	Activity	978-1-641590-01-3	40	U1, Activité 25: Plus de liberté!, Étape 1: Écouter et écrire
			Student/Teacher	Activity	978-1-641590-01-3	44	U1, Activité 27: Océane et Félix cherchent un petit boulot
			Student/Teacher	Activity	978-1-641590-01-3	184	U4, Activité 20: Quels effets auront-ils?, Étape 1: Écouter
			Student/Teacher	Activity	978-1-641590-01-3	229	U5, J'avance 1: Les correspondants de notre école jumelée, Étape 2: Écouter
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	40	U1, Activité 25: Plus de liberté!, Étape 1: Écouter et écrire
			Teacher Only	Activity	978-1-641590-11-2	44	U1, Activité 27: Océane et Félix cherchent un petit boulot
			Teacher Only	Activity	978-1-641590-11-2	184	U4, Activité 20: Quels effets auront-ils?, Étape 1: Écouter
			Teacher Only	Activity	978-1-641590-11-2	229	U5, J'avance 1: Les correspondants de notre école jumelée, Étape 2: Écouter

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			Student/Teacher	Activity	978-1-641590-01-3	121	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	137	U3, Activité 16: Concilier la vie et le travail
			Student/Teacher	Activity	978-1-641590-01-3	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	239	U5, Activité 21: Valeurs et perspectives, Étape 1: Écouter et écrire
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	121	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	137	U3, Activité 16: Concilier la vie et le travail
			Teacher Only	Activity	978-1-641590-11-2	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	239	U5, Activité 21: Valeurs et perspectives, Étape 1: Écouter et écrire

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			Student/Teacher	Activity	978-1-641590-01-3	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Student/Teacher	Activity	978-1-641590-01-3	62	U2, Activité 2: Un poème martiniquais
			Student/Teacher	Activity	978-1-641590-01-3	70	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	178	U4, Activité 15: Il faut que le poète, Étape 2: Relire et écrire
			Teacher Only	Narrative	978-1-641590-11-2	262	U6, Stratégies: Comment aborder une lecture plus longue (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Teacher Only	Activity	978-1-641590-11-2	62	U2, Activité 2: Un poème martiniquais
			Teacher Only	Activity	978-1-641590-11-2	70	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Teacher Only	Activity	978-1-641590-11-2	178	U4, Activité 15: Il faut que le poète, Étape 2: Relire et écrire

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			Student/Teacher	Activity	978-1-641590-01-3	87	U2, Activité 22: Le portable à l'école, Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	89	U2, Activité 23: A ma place..., Étape 1: Lire et écrire
			Student/Teacher	Activity	978-1-641590-01-3	94	U2, Activité 26: L'usage d'internet, Étape 1: Faire correspondre et analyser
			Student/Teacher	Activity	978-1-641590-01-3	218	U5, Activité 5: Éléments avantageux pour accueillir
			Teacher Only	Narrative	978-1-641590-11-2	262	U6, Stratégies: Comment aborder une lecture plus longue (Video in Explorer)
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			Teacher Only	Activity	978-1-641590-11-2	89	U2, Activité 23: A ma place..., Étape 1: Lire et écrire
			Teacher Only	Activity	978-1-641590-11-2	94	U2, Activité 26: L'usage d'internet, Étape 1: Faire correspondre et analyser
			Teacher Only	Activity	978-1-641590-11-2	218	U5, Activité 5: Éléments avantageux pour accueillir

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			Student/Teacher	Activity	978-1-641590-01-3	40	U1, Activité 25: Plus de liberté!, Étape 1: Écouter et écrire
			Student/Teacher	Activity	978-1-641590-01-3	44	U1, Activité 27: Océane et Félix cherchent un petit boulot
			Student/Teacher	Activity	978-1-641590-01-3	184	U4, Activité 20: Quels effets auront-ils?, Étape 1: Écouter
			Student/Teacher	Activity	978-1-641590-01-3	229	U5, J'avance 1: Les correspondants de notre école jumelée, Étape 2: Écouter
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	40	U1, Activité 25: Plus de liberté!, Étape 1: Écouter et écrire
			Teacher Only	Activity	978-1-641590-11-2	44	U1, Activité 27: Océane et Félix cherchent un petit boulot
			Teacher Only	Activity	978-1-641590-11-2	184	U4, Activité 20: Quels effets auront-ils?, Étape 1: Écouter
			Teacher Only	Activity	978-1-641590-11-2	229	U5, J'avance 1: Les correspondants de notre école jumelée, Étape 2: Écouter

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			Student/Teacher	Activity	978-1-641590-01-3	121	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	137	U3, Activité 16: Concilier la vie et le travail
			Student/Teacher	Activity	978-1-641590-01-3	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	239	U5, Activité 21: Valeurs et perspectives: Étape 1: Écouter et écrire
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	121	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	137	U3, Activité 16: Concilier la vie et le travail
			Teacher Only	Activity	978-1-641590-11-2	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	239	U5, Activité 21: Valeurs et perspectives: Étape 1: Écouter et écrire

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			Student/Teacher	Activity	978-1-641590-01-3	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Student/Teacher	Activity	978-1-641590-01-3	62	U2, Activité 2: Un poème martiniquais
			Student/Teacher	Activity	978-1-641590-01-3	70	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	178	U4, Activité 15: Il faut que le poète, Étape 2: Relire et écrire
			Teacher Only	Narrative	978-1-641590-11-2	262	U6, Stratégies: Comment aborder une lecture plus longue (Video in Explorer)
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			Teacher Only	Activity	978-1-641590-11-2	70	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Teacher Only	Activity	978-1-641590-11-2	178	U4, Activité 15: Il faut que le poète, Étape 2: Relire et écrire

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			Student/Teacher	Activity	978-1-641590-01-3	87	U2, Activité 22: Le portable à l'école, Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	89	U2, Activité 23: A ma place..., Étape 1: Lire et écrire
			Student/Teacher	Activity	978-1-641590-01-3	94	U2, Activité 26: L'usage d'internet, Étape 1: Faire correspondre et analyser
			Student/Teacher	Activity	978-1-641590-01-3	218	U5, Activité 5: Éléments avantageux pour accueillir
			Teacher Only	Narrative	978-1-641590-11-2	262	U6, Stratégies: Comment aborder une lecture plus longue (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	87	U2, Activité 22: Le portable à l'école, Étape 1: Lire
			Teacher Only	Activity	978-1-641590-11-2	89	U2, Activité 23: A ma place..., Étape 1: Lire et écrire
			Teacher Only	Activity	978-1-641590-11-2	94	U2, Activité 26: L'usage d'internet, Étape 1: Faire correspondre et analyser
			Teacher Only	Activity	978-1-641590-11-2	218	U5, Activité 5: Éléments avantageux pour accueillir

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 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) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xi) paraphrase the supporting details from audio materials	Student/Teacher	Narrative	978-1-641590-01-3	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Student/Teacher	Activity	978-1-641590-01-3	40	U1, Activité 25: Plus de liberté!, Étape 1: Écouter et écrire
			Student/Teacher	Activity	978-1-641590-01-3	44	U1, Activité 27: Océane et Félix cherchent un petit boulot
			Student/Teacher	Activity	978-1-641590-01-3	184	U4, Activité 20: Quels effets auront-ils?, Étape 1: Écouter
			Student/Teacher	Activity	978-1-641590-01-3	229	U5, J'avance 1: Les correspondants de notre école jumelée, Étape 2: Écouter
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	40	U1, Activité 25: Plus de liberté!, Étape 1: Écouter et écrire
			Teacher Only	Activity	978-1-641590-11-2	44	U1, Activité 27: Océane et Félix cherchent un petit boulot
			Teacher Only	Activity	978-1-641590-11-2	184	U4, Activité 20: Quels effets auront-ils?, Étape 1: Écouter
			Teacher Only	Activity	978-1-641590-11-2	229	U5, J'avance 1: Les correspondants de notre école jumelée, 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 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) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xii) paraphrase the supporting details from audiovisual materials	Student/Teacher	Narrative	978-1-641590-01-3	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Student/Teacher	Activity	978-1-641590-01-3	121	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	137	U3, Activité 16: Concilier la vie et le travail
			Student/Teacher	Activity	978-1-641590-01-3	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	239	U5, Activité 21: Valeurs et perspectives: Étape 1: Écouter et écrire
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	121	U3, Activité 8: Ce qui m'intéresse et ce dont je rêve, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	137	U3, Activité 16: Concilier la vie et le travail
			Teacher Only	Activity	978-1-641590-11-2	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	239	U5, Activité 21: Valeurs et perspectives: Étape 1: Écouter et 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 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 contextualized texts, audio, and audiovisual materials	(i) infer meaning of unfamiliar words or phrases in contextualized texts	Student/Teacher	Narrative	978-1-641590-01-3	354-355	Appendix E, Instructional Strategies: Comment dit-on? 1, Pre-reading Strategies & Active Reading Strategies
			Student/Teacher	Activity	978-1-641590-01-3	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Student/Teacher	Activity	978-1-641590-01-3	68	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Student/Teacher	Activity	978-1-641590-01-3	82	U2, Activité 18: Et dans votre communauté?, Étape 1: Lire et écrire
			Student/Teacher	Activity	978-1-641590-01-3	156	U3, J'y arrive: Penser à l'avenir, Interpretive Assessment
			Teacher Only	Narrative	978-1-641590-11-2	354-355	Appendix E, Instructional Strategies: Comment dit-on? 1, Pre-reading Strategies & Active Reading Strategies
			Teacher Only	Activity	978-1-641590-11-2	23	U1, Activité 15: Quel jour sommes-nous?, Étape 1: Écouter, lire et répondre ("Chanson", poem by Prévert)
			Teacher Only	Activity	978-1-641590-11-2	68	U2, Activité 8: Des critiques et des solutions, Étape 1: Lire
			Teacher Only	Activity	978-1-641590-11-2	82	U2, Activité 18: Et dans votre communauté?, Étape 1: Lire et écrire
			Teacher Only	Activity	978-1-641590-11-2	156	U3, J'y arrive: Penser à l'avenir, Interpretive Assessment

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 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 contextualized texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in contextualized audio materials	Student/Teacher	Narrative	978-1-641590-01-3	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Student/Teacher	Activity	978-1-641590-01-3	103	U2, J'avance 3: De nouvelles idées, de nouvelles applications de technologie, Étape 1: Écouter et écrire
			Student/Teacher	Activity	978-1-641590-01-3	138	U3, Activité 17: Des conseils pour une vie plus équilibrée, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	144	U3, Activité 21: Avez-vous fait attention?
			Student/Teacher	Activity	978-1-641590-01-3	200	U4, Activité 29: La réunion mensuelle
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	103	U2, J'avance 3: De nouvelles idées, de nouvelles applications de technologie, Étape 1: Écouter et écrire
			Teacher Only	Activity	978-1-641590-11-2	138	U3, Activité 17: Des conseils pour une vie plus équilibrée, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	144	U3, Activité 21: Avez-vous fait attention?
			Teacher Only	Activity	978-1-641590-11-2	200	U4, Activité 29: La réunion mensuelle

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 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 contextualized texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in contextualized audiovisual materials	Student/Teacher	Narrative	978-1-641590-01-3	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Student/Teacher	Activity	978-1-641590-01-3	26	U1, J'avance 1: Fêtons l'amitié, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	86	U2, Activité 21: Etre responsable: s'exprimer ou non dans les médias sociaux, Étape 2: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	166	U4, Activité 5: Le bien-être et les choix, Étape 3: Regarder et écouter
			Student/Teacher	Activity	978-1-641590-01-3	195	U4, Activité 26: Les trois piliers et la durabilité globale, Étape 1: Regarder
			Teacher Only	Narrative	978-1-641590-11-2	353	Appendix E, Instructional Strategies: Activité 3, Practicing Interpretive Listening
			Teacher Only	Activity	978-1-641590-11-2	26	U1, J'avance 1: Fêtons l'amitié, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	86	U2, Activité 21: Etre responsable: s'exprimer ou non dans les médias sociaux, Étape 2: Regarder
			Teacher Only	Activity	978-1-641590-11-2	166	U4, Activité 5: Le bien-être et les choix, Étape 3: Regarder et écouter
			Teacher Only	Activity	978-1-641590-11-2	195	U4, Activité 26: Les trois piliers et la durabilité globale, Étape 1: Regarder

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 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) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(i) compare and contrast cultural practices from authentic print materials	Student/Teacher	Narrative	978-1-641590-01-3	366	Appendix E, Instructional Strategies: Comment dit-on? 3, Cultural Comparison
			Student/Teacher	Activity	978-1-641590-01-3	69	U2, Activité 8: Des critiques et solutions, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	71	U2, Zoom culture: Pratique culturelle: Accès au portable à l'école
			Student/Teacher	Activity	978-1-641590-01-3	83	U2, Activité 18: Et dans votre communauté?, Étape 1: Lire et écrire
			Student/Teacher	Activity	978-1-641590-01-3	188	U4, Zoom culture: Pratique culturelle: La circulation différenciée
			Teacher Only	Narrative	978-1-641590-11-2	366	Appendix E, Instructional Strategies: Comment dit-on? 3, Cultural Comparison
			Teacher Only	Activity	978-1-641590-11-2	69	U2, Activité 8: Des critiques et solutions, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	71	U2, Zoom culture: Pratique culturelle: Accès au portable à l'école
			Teacher Only	Activity	978-1-641590-11-2	83	U2, Activité 18: Et dans votre communauté?, Étape 1: Lire et écrire
			Teacher Only	Activity	978-1-641590-11-2	188	U4, Zoom culture: Pratique culturelle: La circulation différenciée

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 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) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) compare and contrast cultural practices from authentic digital materials	Student/Teacher	Narrative	978-1-641590-01-3	366	Appendix E, Instructional Strategies: Comment dit-on? 3, Cultural Comparison
			Student/Teacher	Activity	978-1-641590-01-3	128	U3, Zoom culture: Pratique culturelle: Le travail de l'étudiant
			Student/Teacher	Activity	978-1-641590-01-3	217	U5, Activité 4: Devenir famille d'accueil bénévole
			Student/Teacher	Activity	978-1-641590-01-3	233	U5, Zoom culture: Pratique culturelle: Les choix d'expression personnelle
			Student/Teacher	Activity	978-1-641590-01-3	269	U6, Activité 12: Le tag, la prochaine exposition au musée?
			Teacher Only	Narrative	978-1-641590-11-2	366	Appendix E, Instructional Strategies: Comment dit-on? 3, Cultural Comparison
			Teacher Only	Activity	978-1-641590-11-2	128	U3, Zoom culture: Pratique culturelle: Le travail de l'étudiant
			Teacher Only	Activity	978-1-641590-11-2	217	U5, Activité 4: Devenir famille d'accueil bénévole
			Teacher Only	Activity	978-1-641590-11-2	233	U5, Zoom culture: Pratique culturelle: Les choix d'expression personnelle
			Teacher Only	Activity	978-1-641590-11-2	269	U6, Activité 12: Le tag, la prochaine exposition au musée?

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 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) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) compare and contrast cultural practices from authentic audio materials	Student/Teacher	Narrative	978-1-641590-01-3	366	Appendix E, Instructional Strategies: Comment dit-on? 3, Cultural Comparison
			Student/Teacher	Activity	978-1-641590-01-3	8	U1, Activité 2: Salut, Lily!, Étape 2: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	72	U2, Activité 9: Et Sylvette? Qu'en pense-t-elle?, Étape 1: Regarder
			Student/Teacher	Activity	978-1-641590-01-3	137	U3, Activité 16: Concilier la vie et le travail
			Student/Teacher	Activity	978-1-641590-01-3	216	U5, Réflexion interculturelle
			Teacher Only	Narrative	978-1-641590-11-2	366	Appendix E, Instructional Strategies: Comment dit-on? 3, Cultural Comparison
			Teacher Only	Activity	978-1-641590-11-2	8	U1, Activité 2: Salut, Lily!, Étape 2: Regarder
			Teacher Only	Activity	978-1-641590-11-2	72	U2, Activité 9: Et Sylvette? Qu'en pense-t-elle?, Étape 1: Regarder
			Teacher Only	Activity	978-1-641590-11-2	137	U3, Activité 16: Concilier la vie et le travail
			Teacher Only	Activity	978-1-641590-11-2	216	U5, Réflexion interculturelle

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 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) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) compare and contrast cultural practices from authentic audiovisual materials	Student/Teacher	Narrative	978-1-641590-01-3	366	Appendix E, Instructional Strategies: Comment dit-on? 3, Cultural Comparison
			Student/Teacher	Activity	978-1-641590-01-3	33	U1, Activité 21: Mon enfance et l'enfance au Sénégal
			Student/Teacher	Activity	978-1-641590-01-3	116	U3, Activité 3: Bonjour, Clément!, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	184	U4, Activité 20: Quels effets auront-ils?, Étape 2: Identifier
			Student/Teacher	Activity	978-1-641590-01-3	232	U5, Activité 16: Comprendre d'autres perspectives, Étape 2: Regarder et parler
			Teacher Only	Narrative	978-1-641590-11-2	366	Appendix E, Instructional Strategies: Comment dit-on? 3, Cultural Comparison
			Teacher Only	Activity	978-1-641590-11-2	33	U1, Activité 21: Mon enfance et l'enfance au Sénégal
			Teacher Only	Activity	978-1-641590-11-2	116	U3, Activité 3: Bonjour, Clément!, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	184	U4, Activité 20: Quels effets auront-ils?, Étape 2: Identifier
			Teacher Only	Activity	978-1-641590-11-2	232	U5, Activité 16: Comprendre d'autres perspectives, Étape 2: Regarder et 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(i) express an opinion or preference orally with supporting statements	Student/Teacher	Narrative	978-1-641590-01-3	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	35	U1, Activité 23: Mes activités préférées
			Student/Teacher	Activity	978-1-641590-01-3	238	U5, Activité 21: Valeurs et perspectives, Étape 2: Réfléchir et écrire
			Student/Teacher	Activity	978-1-641590-01-3	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	278	U6, J'avance 2: Se battre pour les arts, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	35	U1, Activité 23: Mes activités préférées
			Teacher Only	Activity	978-1-641590-11-2	238	U5, Activité 21: Valeurs et perspectives, Étape 2: Réfléchir et écrire
			Teacher Only	Activity	978-1-641590-11-2	245	U5, J'avance 3: Exprimons nos convictions personnelles, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	278	U6, J'avance 2: Se battre pour les arts, 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(ii) express an opinion or preference orally with recommendations	Student/Teacher	Narrative	978-1-641590-01-3	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	138	U3, Activité 17: Des conseils pour une vie plus équilibrée, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	184	U4, Activité 19: Des conseils environnementaux, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	239	U5, Activité 22: Une petite note pour mes ami(e)s
			Student/Teacher	Activity	978-1-641590-01-3	265	U6, Activité 9: L'art de la cuisine, Étape 2: Parler
			Teacher Only	Narrative	978-1-641590-11-2	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	138	U3, Activité 17: Des conseils pour une vie plus équilibrée, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	184	U4, Activité 19: Des conseils environnementaux, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	239	U5, Activité 22: Une petite note pour mes ami(e)s
			Teacher Only	Activity	978-1-641590-11-2	265	U6, Activité 9: L'art de la cuisine, Étape 2: 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(iii) express an opinion or preference in writing with supporting statements	Student/Teacher	Narrative	978-1-641590-01-3	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	76	U2, Activité 11: Les inconvénients et les risques des médias sociaux, Étape 4: Choisir
			Student/Teacher	Activity	978-1-641590-01-3	269	U6, Activité 12: Le tag, la prochaine exposition au musée?, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	270	U6, J'avance 1: L'art de la rue - Qu'en penses-tu?, Étape 3: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	277	U6, Activité 19: L'importance des arts plastiques à l'école, Étape 2: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	76	U2, Activité 11: Les inconvénients et les risques des médias sociaux, Étape 4: Choisir
			Teacher Only	Activity	978-1-641590-11-2	269	U6, Activité 12: Le tag, la prochaine exposition au musée?, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	270	U6, J'avance 1: L'art de la rue - Qu'en penses-tu?, Étape 3: Écrire
			Teacher Only	Activity	978-1-641590-11-2	277	U6, Activité 19: L'importance des arts plastiques à l'école, Étape 2: 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(iv) express an opinion or preference in writing with recommendations	Student/Teacher	Narrative	978-1-641590-01-3	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	69	U2, Activité 7: Comment les jeunes bénéficient-ils des médias sociaux?, Étape 3: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	90	U2, Activité 24: A ta place
			Student/Teacher	Activity	978-1-641590-01-3	185	U4, Activité 20: Quels effets auront-ils?, Étape 3: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	203	U4, J'avance 3: Nous agissons pour le bien de tous, Étape 2: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	69	U2, Activité 7: Comment les jeunes bénéficient-ils des médias sociaux?, Étape 3: Écrire
			Teacher Only	Activity	978-1-641590-11-2	90	U2, Activité 24: A ta place
			Teacher Only	Activity	978-1-641590-11-2	185	U4, Activité 20: Quels effets auront-ils?, Étape 3: Écrire
			Teacher Only	Activity	978-1-641590-11-2	203	U4, J'avance 3: Nous agissons pour le bien de tous, Étape 2: 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(v) defend an opinion or preference orally with supporting statements	Student/Teacher	Narrative	978-1-641590-01-3	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	32	U1, Activité 20: Les différences du genre?, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	41	U1, Activité 25: Plus de liberté!, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	182	U4, Activité 18: Aider à étudier!, Étape 2: Classer et parler
			Teacher Only	Narrative	978-1-641590-11-2	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	32	U1, Activité 20: Les différences du genre?, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	41	U1, Activité 25: Plus de liberté!, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	91	U2, J'avance 2: Citoyenneté numérique: ce que je devrais faire, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	182	U4, Activité 18: Aider à étudier!, Étape 2: Classer et 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(vi) defend an opinion or preference orally with recommendations	Student/Teacher	Narrative	978-1-641590-01-3	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	101	U2, Activité 30: Une nouvelle appli, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	166	U4, Activité 6: Que faut-il faire pour être un(e) étudiant(e) responsable?
			Student/Teacher	Activity	978-1-641590-01-3	179	U4, Activité 17: Ma famille responsable
			Student/Teacher	Activity	978-1-641590-01-3	180	U4, J'avance 1: A vos marques!, Étape 2: Parler
			Teacher Only	Narrative	978-1-641590-11-2	176	U4, Découvrons 1: Exprimer ce qu'il est nécessaire de faire (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	101	U2, Activité 30: Une nouvelle appli, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	166	U4, Activité 6: Que faut-il faire pour être un(e) étudiant(e) responsable?
			Teacher Only	Activity	978-1-641590-11-2	179	U4, Activité 17: Ma famille responsable
			Teacher Only	Activity	978-1-641590-11-2	180	U4, J'avance 1: A vos marques!, Étape 2: Parler

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(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(vii) defend an opinion or preference in writing with supporting statements	Student/Teacher	Narrative	978-1-641590-01-3	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	32	U1, Activité 20: Les différences du genre?, Étape 3: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	102	U2, Activité 32: Répondre à une annonce
			Student/Teacher	Activity	978-1-641590-01-3	144	U3, Activité 22: Je suis le candidat idéal!
			Student/Teacher	Activity	978-1-641590-01-3	209	U4, J'y arrive: Un projet mondiale pour le bien-être de tous, Presentational Assessment: L'art de la persuasion
			Teacher Only	Narrative	978-1-641590-11-2	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	32	U1, Activité 20: Les différences du genre?, Étape 3: Écrire
			Teacher Only	Activity	978-1-641590-11-2	102	U2, Activité 32: Répondre à une annonce
			Teacher Only	Activity	978-1-641590-11-2	144	U3, Activité 22: Je suis le candidat idéal!
			Teacher Only	Activity	978-1-641590-11-2	209	U4, J'y arrive: Un projet mondiale pour le bien-être de tous, Presentational Assessment: L'art de la persuasion

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(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(viii) defend an opinion or preference in writing with recommendations	Student/Teacher	Narrative	978-1-641590-01-3	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	81	U2, J'avance 1: Mon premier portable, Étape 3: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	84	U2, Activité 19: Il faut changer!
			Student/Teacher	Activity	978-1-641590-01-3	109	U2, J'y arrive: La technologie dans la salle de classe, Presentational Assessment: Organisez une collecte de fonds sur internet
			Student/Teacher	Activity	978-1-641590-01-3	166	U4, Activité 5: Le bien-être et les choix, Étape 4: Écrire un blog
			Teacher Only	Narrative	978-1-641590-11-2	185	U4, Stratégies: Écrire pour persuader (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	81	U2, J'avance 1: Mon premier portable, Étape 3: Écrire
			Teacher Only	Activity	978-1-641590-11-2	84	U2, Activité 19: Il faut changer!
			Teacher Only	Activity	978-1-641590-11-2	109	U2, J'y arrive: La technologie dans la salle de classe, Presentational Assessment: Organisez une collecte de fonds sur internet
			Teacher Only	Activity	978-1-641590-11-2	166	U4, Activité 5: Le bien-être et les choix, Étape 4: Écrire un blog

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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(i) narrate situations orally using connected sentences with details and elaboration	Student/Teacher	Narrative	978-1-641590-01-3	47	U1, Découvrons 3: La narration au passé (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	124	U3, Activité 9: Les compétences nécessaires, Étape 4: Présenter
			Student/Teacher	Activity	978-1-641590-01-3	145	U3, Activité 23: Cherchons des candidats, Étape 1: Parler
			Student/Teacher	Activity	978-1-641590-01-3	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	223	U5, Activité 9: La religion en France, Étape 2: Parler
			Teacher Only	Narrative	978-1-641590-11-2	47	U1, Découvrons 3: La narration au passé (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	124	U3, Activité 9: Les compétences nécessaires, Étape 4: Présenter
			Teacher Only	Activity	978-1-641590-11-2	145	U3, Activité 23: Cherchons des candidats, Étape 1: Parler
			Teacher Only	Activity	978-1-641590-11-2	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	223	U5, Activité 9: La religion en France, Étape 2: 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(ii) narrate situations in writing using connected sentences with details and elaboration	Student/Teacher	Narrative	978-1-641590-01-3	145	U3, Stratégie: La communication écrite formelle (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	38	U1, J'avance 2: C'était comment, la rentrée?, Étape 3: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	118	U3, Activité 5: Le travail que tu fais maintenant, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	131	U3, Activité 13: Ce qui me plaît et ce que je peux faire
			Student/Teacher	Activity	978-1-641590-01-3	145	U3, Activité 23: Cherchons des candidats, Étape 2: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	145	U3, Stratégie: La communication écrite formelle (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	38	U1, J'avance 2: C'était comment, la rentrée?, Étape 3: Écrire
			Teacher Only	Activity	978-1-641590-11-2	118	U3, Activité 5: Le travail que tu fais maintenant, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	131	U3, Activité 13: Ce qui me plaît et ce que je peux faire
			Teacher Only	Activity	978-1-641590-11-2	145	U3, Activité 23: Cherchons des candidats, Étape 2: 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(iii) narrate events orally using connected sentences with details and elaboration	Student/Teacher	Narrative	978-1-641590-01-3	47	U1, Découvrons 3: La narration au passé (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	26	U1, J'avance 1: Fêtons l'amitié!, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	50	U1, Activité 33: Notre amitié 2.0, Étape 3: Parler
			Student/Teacher	Activity	978-1-641590-01-3	51	U1, J'avance 3: Mon adolescence, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	70	U2, Activité 8: Des critiques et des solutions, Étape 3: Parler
			Teacher Only	Narrative	978-1-641590-11-2	47	U1, Découvrons 3: La narration au passé (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	26	U1, J'avance 1: Fêtons l'amitié!, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	50	U1, Activité 33: Notre amitié 2.0, Étape 3: Parler
			Teacher Only	Activity	978-1-641590-11-2	51	U1, J'avance 3: Mon adolescence, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	70	U2, Activité 8: Des critiques et des solutions, Étape 3: Parler

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(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(iv) narrate events in writing using connected sentences with details and elaboration	Student/Teacher	Narrative	978-1-641590-01-3	230	U5, Comment dit-on? 2: Je m'exprime ici et ailleurs
			Student/Teacher	Activity	978-1-641590-01-3	11	U1, Activité 5: Un retour dans le passé, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	65	U2, Activité 5: A quoi ressembleront les smartphones du futur?, Étape 2: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	80	U2, Activité 16: Écrire un e-mail
			Student/Teacher	Activity	978-1-641590-01-3	229	U5, J'avance 1: Les correspondants de notre école jumelée, Étape 1: Écrire
			Teacher Only	Narrative	978-1-641590-11-2	230	U5, Comment dit-on? 2: Je m'exprime ici et ailleurs
			Teacher Only	Activity	978-1-641590-11-2	11	U1, Activité 5: Un retour dans le passé, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	65	U2, Activité 5: A quoi ressembleront les smartphones du futur?, Étape 2: Écrire
			Teacher Only	Activity	978-1-641590-11-2	80	U2, Activité 16: Écrire un e-mail
			Teacher Only	Activity	978-1-641590-11-2	229	U5, J'avance 1: Les correspondants de notre école jumelée, 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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration	(i) inform others orally about a variety of topics using connected sentences with details and elaboration	Student/Teacher	Narrative	978-1-641590-01-3	199	U4, Découvrons 3: Exprimer ce que nous savons, ce que nous connaissons et qui nous connaissons (Video in Explorer)
			Student/Teacher	Activity	978-1-641590-01-3	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	236	U5, Activité 18: Ce qui est essentiel dans ma vie
			Student/Teacher	Activity	978-1-641590-01-3	260	U6, Activité 5: Les activités culturelles ici, Étape 2: Parler
			Student/Teacher	Activity	978-1-641590-01-3	274	U6, Activité 16: Présenter l'oeuvre d'art de votre choix, Étape 3: Présenter
			Teacher Only	Narrative	978-1-641590-11-2	199	U4, Découvrons 3: Exprimer ce que nous savons, ce que nous connaissons et qui nous connaissons (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	202	U4, Activité 31: Les écocitoyen(ne)s, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	236	U5, Activité 18: Ce qui est essentiel dans ma vie
			Teacher Only	Activity	978-1-641590-11-2	260	U6, Activité 5: Les activités culturelles ici, Étape 2: Parler
			Teacher Only	Activity	978-1-641590-11-2	274	U6, Activité 16: Présenter l'oeuvre d'art de votre choix, Étape 3: Présenter

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			Student/Teacher	Activity	978-1-641590-01-3	33	U1, Activité 20: Les différences du genre?, Étape 3: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	218	U5, Activité 5: Éléments avantageux pour accueillir
			Student/Teacher	Activity	978-1-641590-01-3	228	U5, Activité 12: Je planifie mon infographie, Étape 1: Écrire
			Student/Teacher	Activity	978-1-641590-01-3	251	U5, J'y arrive: La société honoraire de français, Presentational Assessment: Et maintenant nous présentons
			Teacher Only	Narrative	978-1-641590-11-2	199	U4, Découvrons 3: Exprimer ce que nous savons, ce que nous connaissons et qui nous connaissons (Video in Explorer)
			Teacher Only	Activity	978-1-641590-11-2	33	U1, Activité 20: Les différences du genre?, Étape 3: Écrire
			Teacher Only	Activity	978-1-641590-11-2	218	U5, Activité 5: Éléments avantageux pour accueillir
			Teacher Only	Activity	978-1-641590-11-2	228	U5, Activité 12: Je planifie mon infographie, Étape 1: Écrire
			Teacher Only	Activity	978-1-641590-11-2	251	U5, J'y arrive: La société honoraire de français, Presentational Assessment: Et maintenant nous présentons