

Florida Correlations

| Standard: Standard: Interpretive Listening | | |
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| <i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.AL.1.1 | Demonstrate understanding of extended speech on familiar and unfamiliar topics. | <p>SE/Learning Site: p. 193, Unité 4, Act. 3; p. 195, Unité 4, Act. 6.1; p. 214, Unité 4, Act. 23.1; p. 221, Unité 4, Act. 29; p. 231, Unité 4, Act. 35.1; p. 238, Unité 4, Act. 41; p. 240, Unité 4, Act. 43.1; p. 257, Unité 5, Act. 2.1; p. 257, Unité 5, Act. 2.2; p. 264, Unité 5, Act. 9; p. 267, Unité 5, Act. 11.1; p. 280, Unité 5, Act. 22.3; p. 283, Unité 5, Act. 26.1; p. 290, Unité 5, Act. 32.1; p. 314, Unité 6, Act. 2; p. 315, Unité 6, Act. 3; p. 323, Unité 6, Act. 9; p. 335, Unité 6, Act. 21.3; p. 340, Unité 6, Act. 26; p. 342, Unité 6, Act. 28.1; p. 351, Unité 6, Act. 34; p. 353, Unité 6, Act. 36.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 243, Unité 4, 45.1; p. 275, Unité 5, Act. 19.2; p. 301, Unité 5, Act. 42.1</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option A</p> <p>Assessment Final, SE/Learning Site: Interpretive Assessment, Option B</p> <p>Nualang (Learning Site): Unité 4, Communiquons 1, Roleplay (On protège la planète !); Unité 4, Communiquons 2, Roleplay (Soyons écoresponsables !); Unité 4, Communiquons 3, Roleplay (Agissons pour le bien-être de tous); Unité 5, Communiquons 1, Roleplay (Se préparer pour un entretien); Unité 5, Communiquons 2, Roleplay (L'été dernier); Unité 5, Communiquons 3, Roleplay (Projets d'été); Unité 6, Communiquons 1, Roleplay (Nos préférences artistiques); Unité 6, Communiquons 2, Roleplay (L'art pour moi); Unité 6, Communiquons 3, Roleplay (L'art au quotidien)</p> |
| WL.K12.AL.1.2 | Follow presentations on familiar and unfamiliar topics in different situations. | <p>SE/Learning Site: p. 193, Unité 4, Act. 3; p. 195, Unité 4, Act. 6.1; p. 214, Unité 4, Act. 23.1; p. 221, Unité 4, Act. 29; p. 231, Unité 4, Act. 35.1; p. 238, Unité 4, Act. 41; p. 240, Unité 4, Act. 43.1; p. 257, Unité 5, Act. 2.1; p. 257, Unité 5, Act. 2.2; p. 264, Unité 5, Act. 9; p. 280, Unité 5, Act. 22.3; p. 283, Unité 5, Act. 26.1; p. 290, Unité 5, Act. 32.1; p. 314, Unité 6, Act. 2; p. 315, Unité 6, Act. 3; p. 335, Unité 6, Act. 21.3; p. 340, Unité 6, Act. 26; p. 342, Unité 6, Act. 28.1; p. 351, Unité 6, Act. 34; p. 353, Unité 6, Act. 36.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 243, Unité 4, 45.1; p. 275, Unité 5, Act. 19.2; p. 301, Unité 5, Act. 42.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 366, Unité 6, Interpretive Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option A</p> <p>Assessment Final, SE/Learning Site: Interpretive Assessment, Option B</p> <p>Nualang (Learning Site): Unité 2, Communiquons 2, Roleplay (Comment se comporter en ligne ?); Unité 2, Communiquons 3, Roleplay (Une nouvelle appli); Unité 3, Communiquons 1, Roleplay (Notre avenir professionnel); Unité 3, Communiquons 3, Roleplay (Un boulot d'été)</p> |

Florida Correlations

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| <p>WL.K12.AL.1.3</p> | <p>Demonstrate understanding of factual information about everyday life, study, or work-related topics.</p> | <p>SE/Learning Site: p. 193, Unité 4, Act. 3; p. 195, Unité 4, Act. 6.1; p. 214, Unité 4, Act. 23.1; p. 221, Unité 4, Act. 29; p. 238, Unité 4, Act. 41; p. 240, Unité 4, Act. 43.1; p. 257, Unité 5, Act. 2.1; p. 257, Unité 5, Act. 2.2; p. 264, Unité 5, Act. 9; p. 280, Unité 5, Act. 22.3; p. 283, Unité 5, Act. 26.1; p. 290, Unité 5, Act. 32.1; p. 315, Unité 6, Act. 3; p. 335, Unité 6, Act. 21.3; p. 342, Unité 6, Act. 28.1; p. 353, Unité 6, Act. 36.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 243, Unité 4, 45.1; p. 275, Unité 5, Act. 19.2</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option A</p> <p>Assessment Final, SE/Learning Site: Interpretive Assessment, Option B</p> <p>Nualang (Learning Site): Unité 4, Communiquons 1, Roleplay (On protège la planète !); Unité 4, Communiquons 2, Roleplay (Soyons écoresponsables !); Unité 4, Communiquons 3, Roleplay (Agissons pour le bien-être de tous); Unité 5, Communiquons 1, Roleplay (Se préparer pour un entretien); Unité 5, Communiquons 2, Roleplay (L'été dernier); Unité 5, Communiquons 3, Roleplay (Projets d'été); Unité 6, Communiquons 1, Roleplay (Nos préférences artistiques); Unité 6, Communiquons 2, Roleplay (L'art pour moi); Unité 6, Communiquons 3, Roleplay (L'art au quotidien)</p> |
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Standard: Interpretative Reading

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

| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
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| <p>WL.K12.AL.2.1</p> | <p>Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.</p> | <p>SE/Learning Site: p. 194, Unité 4, Act. 5.1; p. 199, Unité 4, Act. 8; p. 199, Unité 4, Act. 9.1; p. 200, Unité 4, Act. 10; p. 202, Unité 4, Act. 12.1; p. 203, Unité 4, Act. 14.1; p. 204, Unité 4, Act. 14.1; p. 206, Unité 4, Act. 16.1; p. 211, Unité 4, Act. 21.1; p. 216, Unité 4, Act. 24.1; p. 218, Unité 4, Act. 26.1; p. 223, Unité 4, Act. 31; p. 224, Unité 4, Act. 32.1; p. 229, Unité 4, Act. 34.1; p. 232, Unité 4, Act. 35.2; p. 233, Unité 4, Act. 36; p. 235, Unité 4, Act. 37.1; p. 237, Unité 4, Act. 39; p. 241, Unité 4, Act. 44.1; p. 244, Unité 4, Act. 46.1; p. 255, Unité 5, Act. 1.1; p. 258, Unité 5, Act. 3; p. 259, Unité 5, Act. 5; p. 265, Unité 5, Act. 10.1; p. 268, Unité 5, Act. 12.1; p. 270, Unité 5, Act. 15; p. 273, Unité 5, Act. 18.1; p. 277, Unité 5, Act. 20.1; p. 277, Unité 5, Act. 20.2; p. 278, Unité 5, Act. 22.1; p. 281, Unité 5, Act. 23.1; p. 284, Unité 5, Act. 27; p. 289, Unité 5, Act. 31.1; p. 292, Unité 5, Act. 34.1; p. 294, Unité 5, Act. 35.1; p. 296, Unité 5, Act. 37; p. 297, Unité 5, Act. 38; p. 298, Unité 5, Act. 39; p. 300, Unité 5, Act. 41; p. 302, Unité 5, Act. 43.1; p. 313, Unité 6, Act. 1.1; p. 316, Unité 6, Act. 5.1; p. 321, Unité 6, Act. 7; p. 325, Unité 6, Act. 10.1; p. 326, Unité 6, Act. 11.1; p. 327, Unité 6, Act. 13; p. 328, Unité 6, Act. 14; p. 329, Unité 6, Act. 15; p. 330, Unité 6, Act. 17.1; p. 335, Unité 6, Act. 21.1; p. 338, Unité 6, Act. 23.1; p. 347, Unité 6, Act. 31.1; p. 352, Unité 6, Act. 35.1; p. 356, Unité 6, Act. 38; p. 357, Unité 6, Act. 40.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.1; p. 227, Unité 4, Act. 33.1; p. 287, Unité 5, Act. 30.1; p. 331, Unité 6, Act. 18.1; p. 331, Unité 6, Act. 19; p. 345, Unité 6, Act. 30.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 250, Unité 4, Interpretive Assessment; p. 308, Unité 5, Interpretive Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option B</p> <p>Assessment Final, SE/Learning Site: Interpretive Assessment Option A</p> |

Florida Correlations

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| <p>WL.K12.AL.2.2</p> | <p>Make inferences and predictions from a written source.</p> | <p>SE/Learning Site: p. 194, Unité 4, Act. 5.1; p. 199, Unité 4, Act. 8; p. 200, Unité 4, Act. 10; p. 203, Unité 4, Act. 14.1; p. 204, Unité 4, Act. 14.2; p. 211, Unité 4, Act. 21.1; p. 212, Unité 4, Act. 22.1; p. 216, Unité 4, Act. 24.1; p. 218, Unité 4, Act. 26.1; p. 220, Unité 4, Act. 28; p. 223, Unité 4, Act. 31; p. 224, Unité 4, Act. 32.1; p. 229, Unité 4, Act. 34.1; p. 232, Unité 4, Act. 35.2; p. 233, Unité 4, Act. 36; p. 235, Unité 4, Act. 37.1; p. 238, Unité 4, Act. 40; p. 241, Unité 4, Act. 44.1; p. 244, Unité 4, Act. 46.1; p. 259, Unité 5, Act. 5; p. 273, Unité 5, Act. 18.1; p. 277, Unité 5, Act. 20.1; p. 277, Unité 5, Act. 20.2; p. 278, Unité 5, Act. 22.1; p. 287, Unité 5, Act. 30.1; p. 289, Unité 5, Act. 31.1; p. 292, Unité 5, Act. 34.1; p. 294, Unité 5, Act. 35.1; p. 296, Unité 5, Act. 37; p. 297, Unité 5, Act. 38; p. 300, Unité 5, Act. 41; p. 302, Unité 5, Act. 43.1; p. 316, Unité 6, Act. 5.1; p. 325, Unité 6, Act. 10.1; p. 326, Unité 6, Act. 11.1; p. 327, Unité 6, Act. 13; p. 328, Unité 6, Act. 14; p. 329, Unité 6, Act. 15; p. 330, Unité 6, Act. 17.1; p. 331, Unité 6, Act. 19; p. 335, Unité 6, Act. 21.1; p. 338, Unité 6, Act. 23.1; p. 340, Unité 6, Act. 25; p. 347, Unité 6, Act. 31.1; p. 355, Unité 6, Act. 37; p. 356, Unité 6, Act. 38; p. 357, Unité 6, Act. 40.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.1; p. 227, Unité 4, Act. 33.1; p. 331, Unité 6, Act. 18.1; p. 345, Unité 6, Act. 30.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 250, Unité 4, Interpretive Assessment; p. 308, Unité 5, Interpretive Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Interpretive Assessment Option B</p> <p>Assessment Final, SE/Learning Site: Interpretive Assessment Option A</p> |
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Florida Correlations

| Standard: Interpersonal Communication | | |
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| <i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.AL.3.1 | Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations. | <p>SE/Learning Site: p. 193, Unité 4, Act. 4; p. 195, Unité 4, Act. 5.3; p. 196, Unité 4, Act. 6.2; p. 200, Unité 4, Act. 9.3; p. 201, Unité 4, Act. 11.2; p. 202, Unité 4, Act. 12.1; p. 203, Unité 4, Act. 13; p. 206, Unité 4, Act. 16.2; p. 208, Unité 4, Act. 18; p. 214, Unité 4, Act. 23.2; p. 216, Unité 4, Act. 24.2; p. 217, Unité 4, Act. 25.2; p. 218, Unité 4, Act. 26.2; p. 230, Unité 4, Act. 34.2; p. 235, Unité 4, Act. 37.2; p. 239, Unité 4, Act. 42; p. 244, Unité 4, Act. 46.3; p. 264, Unité 5, Act. 8.2; p. 267, Unité 5, Act. 11.2; p. 269, Unité 5, Act. 12.2; p. 269, Unité 5, Act. 13; p. 271, Unité 5, Act. 16.2; p. 277, Unité 5, Act. 20.1; p. 278, Unité 5, Act. 21; p. 281, Unité 5, Act. 23.2; p. 282, Unité 5, Act. 24; p. 282, Unité 5, Act. 25; p. 283, Unité 5, Act. 26.2; p. 286, Unité 5, Act. 29; p. 289, Unité 5, Act. 31.2; p. 299, Unité 5, Act. 40; p. 303, Unité 5, Act. 44.2; p. 313, Unité 6, Act. 1.2; p. 316, Unité 6, Act. 5.2; p. 318, Unité 6, Act. 6.1; p. 322, Unité 6, Act. 8; p. 326, Unité 6, Act. 11.2; p. 329, Unité 6, Act. 15; p. 334, Unité 6, Act. 20.1; p. 334, Unité 6, Act. 20.2; p. 335, Unité 6, Act. 21.2; p. 337, Unité 6, Act. 22.2; p. 341, Unité 6, Act. 27; p. 344, Unité 6, Act. 29.2; p. 347, Unité 6, Act. 31.2; p. 348, Unité 6, Act. 32; p. 352, Unité 6, Act. 35.3; p. 353, Unité 6, Act. 36.2; p. 356, Unité 6, Act. 39</p> <p>Formative Assessment (J'avance), SE/Learning Site: p. 227, Unité 4, Act. 33.3; p. 243, Unité 4, 45.3; p. 275, Unité 5, Act. 19.3; p. 287, Unité 5, Act. 30.2; p. 301, Unité 5, Act. 42.2; p. 331, Unité 6, Act. 18.2; p. 345, Unité 6, Act. 30.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 251, Unité 4, Interpersonal Assessment; p. 308, Unité 4, Interpersonal Assessment; p. 366, Unité 6, Interpersonal Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment</p> <p>Assessment Final, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Nualang (Learning Site): Unité 4, Communiquons 1, Chatbot (Ce qu'il faut qu'on fasse); Unité 4, Communiquons 2, Chatbot (Faisons des changements !); Unité 4, Communiquons 3, Chatbot (Que pourrait-on faire ?); Unité 5, Communiquons 1, Chatbot (Un programme d'échange); Unité 5, Communiquons 2, Chatbot (Je partage mes expériences); Unité 5, Communiquons 3, Chatbot (On prend des décisions); Unité 6, Communiquons 1, Chatbot (Mes préférences artistiques); Unité 6, Communiquons 2, Chatbot (L'art pour moi); Unité 6, Communiquons 3, Chatbot (L'art au quotidien)</p> |

Florida Correlations

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| <p>WL.K12.AL.3.2</p> | <p>Express and connect ideas when engaged in a lengthy conversation.</p> | <p>SE/Learning Site: p. 193, Unité 4, Act. 4; p. 195, Unité 4, Act. 5.2; p. 195, Unité 4, Act. 5.3; p. 200, Unité 4, Act. 9.3; p. 201, Unité 4, Act. 11.2; p. 203, Unité 4, Act. 13; p. 218, Unité 4, Act. 26.2; p. 230, Unité 4, Act. 34.2; p. 236, Unité 4, Act. 38; p. 239, Unité 4, Act. 42; p. 242, Unité 4, Act. 44.2; p. 244, Unité 4, Act. 46.3; p. 264, Unité 5, Act. 8.2; p. 267, Unité 5, Act. 11.2; p. 269, Unité 5, Act. 13; p. 271, Unité 5, Act. 16.2; p. 278, Unité 5, Act. 21; p. 282, Unité 5, Act. 24; p. 282, Unité 5, Act. 25; p. 283, Unité 5, Act. 26.2; p. 286, Unité 5, Act. 29; p. 289, Unité 5, Act. 31.2; p. 303, Unité 5, Act. 44.2; p. 318, Unité 6, Act. 6.1; p. 326, Unité 6, Act. 11.2; p. 329, Unité 6, Act. 15; p. 329, Unité 6, Act. 16; p. 334, Unité 6, Act. 20.1; p. 334, Unité 6, Act. 20.2; p. 337, Unité 6, Act. 22.2; p. 338, Unité 6, Act. 23.2; p. 341, Unité 6, Act. 27; p. 344, Unité 6, Act. 29.2; p. 347, Unité 6, Act. 31.2; p. 348, Unité 6, Act. 32; p. 352, Unité 6, Act. 35.3; p. 357, Unité 6, Act. 40.2</p> <p>Formative Assessment (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.3; p. 227, Unité 4, Act. 33.3; p. 243, Unité 4, 45.3; p. 275, Unité 5, Act. 19.3; p. 287, Unité 5, Act. 30.2; p. 301, Unité 5, Act. 42.2; p. 331, Unité 6, Act. 18.2; p. 345, Unité 6, Act. 30.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 251, Unité 4, Interpersonal Assessment; p. 308, Unité 4, Interpersonal Assessment; p. 366, Unité 6, Interpersonal Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment</p> <p>Assessment Final, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> |
| <p>WL.K12.AL.3.3</p> | <p>Justify personal preferences, needs and feelings in order to persuade others.</p> | <p>SE/Learning Site: p. 195, Unité 4, Act. 5.2; p. 200, Unité 4, Act. 9.3; p. 201, Unité 4, Act. 11.2; p. 203, Unité 4, Act. 13; p. 208, Unité 4, Act. 18; p. 214, Unité 4, Act. 23.2; p. 216, Unité 4, Act. 24.2; p. 239, Unité 4, Act. 42; p. 244, Unité 4, Act. 46.3; p. 282, Unité 5, Act. 24; p. 282, Unité 5, Act. 25; p. 295, Unité 5, Act. 35.2; p. 318, Unité 6, Act. 6.1; p. 326, Unité 6, Act. 11.2; p. 329, Unité 6, Act. 16; p. 334, Unité 6, Act. 20.1; p. 334, Unité 6, Act. 20.2; p. 337, Unité 6, Act. 22.2; p. 338, Unité 6, Act. 23.2; p. 341, Unité 6, Act. 27; p. 344, Unité 6, Act. 29.2; p. 344, Unité 6, Act. 29.3; p. 347, Unité 6, Act. 31.2; p. 348, Unité 6, Act. 32; p. 352, Unité 6, Act. 35.3; p. 356, Unité 6, Act. 39; p. 357, Unité 6, Act. 40.2; p. 358, Unité 6, Act. 42</p> <p>Formative Assessment (J'avance), SE/Learning Site: p. 227, Unité 4, Act. 33.3; p. 275, Unité 5, Act. 19.3; p. 287, Unité 5, Act. 30.2; p. 301, Unité 5, Act. 42.2; p. 331, Unité 6, Act. 18.2; p. 345, Unité 6, Act. 30.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 251, Unité 4, Interpersonal Assessment; p. 308, Unité 4, Interpersonal Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment</p> <p>Assessment Final, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> |

Florida Correlations

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| <p>WL.K12.AL.3.4</p> | <p>Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.</p> | <p>SE/Learning Site: p. 193, Unité 4, Act. 4; p. 195, Unité 4, Act. 5.2; p. 200, Unité 4, Act. 9.3; p. 201, Unité 4, Act. 11.2; p. 202, Unité 4, Act. 12.1; p. 202, Unité 4, Act. 12.2; p. 208, Unité 4, Act. 18; p. 214, Unité 4, Act. 23.2; p. 216, Unité 4, Act. 24.2; p. 217, Unité 4, Act. 25.2; p. 218, Unité 4, Act. 26.2; p. 236, Unité 4, Act. 38; p. 244, Unité 4, Act. 46.3; p. 264, Unité 5, Act. 8.2; p. 267, Unité 5, Act. 11.2; p. 269, Unité 5, Act. 13; p. 271, Unité 5, Act. 16.2; p. 278, Unité 5, Act. 21; p. 280, Unité 5, Act. 22.3; p. 282, Unité 5, Act. 24; p. 286, Unité 5, Act. 29; p. 289, Unité 5, Act. 31.2; p. 295, Unité 5, Act. 35.2; p. 295, Unité 5, Act. 36; p. 303, Unité 5, Act. 44.2; p. 326, Unité 6, Act. 11.2; p. 329, Unité 6, Act. 16; p. 334, Unité 6, Act. 20.1; p. 334, Unité 6, Act. 20.2; p. 337, Unité 6, Act. 22.2; p. 338, Unité 6, Act. 23.2; p. 344, Unité 6, Act. 29.3; p. 352, Unité 6, Act. 35.3; p. 356, Unité 6, Act. 39; p. 358, Unité 6, Act. 42</p> <p>Formative Assessment (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.3; p. 227, Unité 4, Act. 33.3; p. 243, Unité 4, 45.3; p. 301, Unité 5, Act. 42.2; p. 331, Unité 6, Act. 18.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 251, Unité 4, Interpersonal Assessment; p. 308, Unité 4, Interpersonal Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Interpersonal Assessment</p> <p>Assessment Final, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Nualang (Learning Site): Unité 4, Communiquons 1, Chatbot (Ce qu'il faut qu'on fasse); Unité 4, Communiquons 2, Chatbot (Faisons des changements !); Unité 4, Communiquons 3, Chatbot (Que pourrait-on faire ?); Unité 5, Communiquons 2, Chatbot (Je partage mes expériences); Unité 5, Communiquons 3, Chatbot (On prend des décisions); Unité 6, Communiquons 1, Chatbot (Mes préférences artistiques); Unité 6, Communiquons 2, Chatbot (L'art pour moi); Unité 6, Communiquons 3, Chatbot (L'art au quotidien)</p> |
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Standard: Presentational Speaking

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

| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
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| <p>WL.K12.AL.4.1</p> | <p>Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.</p> | <p>SE/Learning Site: p. 196, Unité 4, Act. 7; p. 208, Unité 4, Act. 18; p. 208, Unité 4, Act. 19; p. 211, Unité 4, Act. 21.2; p. 213, Unité 4, Act. 22.2; p. 219, Unité 4, Act. 27; p. 222, Unité 4, Act. 30; p. 226, Unité 4, Act. 32.2; p. 240, Unité 4, Act. 43.2; p. 245, Unité 4, Act. 47.2; p. 245, Unité 4, Act. 48; p. 258, Unité 5, Act. 4; p. 266, Unité 5, Act. 10.2; p. 272, Unité 5, Act. 17.2; p. 285, Unité 5, Act. 28; p. 302, Unité 5, Act. 43.3; p. 303, Unité 5, Act. 45; p. 318, Unité 6, Act. 6.2; p. 325, Unité 6, Act. 10.2; p. 326, Unité 6, Act. 11.2; p. 337, Unité 6, Act. 22.3; p. 349, Unité 6, Act. 33</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.2; p. 301, Unité 5, Act. 42.3; p. 345, Unité 6, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 309, Unité 5, Presentational Assessment; p. 366, Unité 6, Presentational Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Presentational Assessment (Option A)</p> <p>Assessment Final, SE/Learning Site: Presentational Assessment, Option B</p> |

Florida Correlations

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| <p>WL.K12.AL.4.2</p> | <p>Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.</p> | <p>SE/Learning Site: p. 196, Unité 4, Act. 7; p. 208, Unité 4, Act. 18; p. 208, Unité 4, Act. 19; p. 211, Unité 4, Act. 21.2; p. 213, Unité 4, Act. 22.2; p. 219, Unité 4, Act. 27; p. 222, Unité 4, Act. 30; p. 226, Unité 4, Act. 32.2; p. 240, Unité 4, Act. 43.2; p. 245, Unité 4, Act. 47.2; p. 266, Unité 5, Act. 10.2; p. 285, Unité 5, Act. 28; p. 302, Unité 5, Act. 43.3; p. 318, Unité 6, Act. 6.2; p. 325, Unité 6, Act. 10.2; p. 337, Unité 6, Act. 22.3; p. 339, Unité 6, Act. 24; p. 358, Unité 6, Act. 41</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.2; p. 301, Unité 5, Act. 42.3; p. 345, Unité 6, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 309, Unité 5, Presentational Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Presentational Assessment (Option A)</p> <p>Assessment Final, SE/Learning Site: Presentational Assessment, Option B</p> |
| <p>WL.K12.AL.4.3</p> | <p>Speak using different time frames and appropriate mood with good control.</p> | <p>SE/Learning Site: p. 196, Unité 4, Act. 7; p. 219, Unité 4, Act. 27; p. 222, Unité 4, Act. 30; p. 226, Unité 4, Act. 32.2; p. 245, Unité 4, Act. 47.2; p. 302, Unité 5, Act. 43.3; p. 318, Unité 6, Act. 6.2; p. 325, Unité 6, Act. 10.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.2; p. 301, Unité 5, Act. 42.3; p. 345, Unité 6, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 309, Unité 5, Presentational Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Presentational Assessment (Option A)</p> <p>Assessment Final, SE/Learning Site: Presentational Assessment, Option B</p> |

Florida Correlations

| Standard: Presentational Writing | | |
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| <i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.AL.5.1 | Express, in writing, ideas on a variety of topics presented in clear, organized texts. | <p>SE/Learning Site: p. 196, Unité 4, Act. 6.3; p. 199, Unité 4, Act. 9.2; p. 201, Unité 4, Act. 11.1; p. 208, Unité 4, Act. 17.2; p. 214, Unité 4, Act. 23.3; p. 217, Unité 4, Act. 25.1; p. 233, Unité 4, Act. 36; p. 244, Unité 4, Act. 46.2; p. 245, Unité 4, Act. 47.1; p. 255, Unité 5, Act. 1.2; p. 260, Unité 5, Act. 6; p. 269, Unité 5, Act. 14; p. 271, Unité 5, Act. 16.1; p. 272, Unité 5, Act. 17.1; p. 274, Unité 5, Act. 18.2; p. 279, Unité 5, Act. 22.2; p. 290, Unité 5, Act. 32.2; p. 290, Unité 5, Act. 33; p. 300, Unité 5, Act. 41; p. 302, Unité 5, Act. 43.2; p. 303, Unité 5, Act. 44.1; p. 330, Unité 6, Act. 17.2; p. 336, Unité 6, Act. 22.1; p. 342, Unité 6, Act. 28.2; p. 348, Unité 6, Act. 31.3; p. 352, Unité 6, Act. 35.2</p> <p>Formative Assessment (J'avance), SE/Learning Site: p. 227, Unité 4, Act. 33.2; p. 275, Unité 5, Act. 19.1; p. 287, Unité 5, Act. 30.3; p. 331, Unité 6, Act. 18.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 251, Unité 4, Presentational Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Presentational Assessment (Option B)</p> <p>Assessment Final, SE/Learning Site: Presentational Assessment, Option A</p> |
| WL.K12.AL.5.2 | Write work-related documents (fill out an application, prepare a resume, write a business letter). | <p>SE/Learning Site: p. 196, Unité 4, Act. 6.3; p. 245, Unité 4, Act. 47.1; p. 271, Unité 5, Act. 16.1; p. 272, Unité 5, Act. 17.1; p. 293, Unité 5, Act. 34.2; p. 330, Unité 6, Act. 17.2; p. 336, Unité 6, Act. 22.1; p. 342, Unité 6, Act. 28.2</p> <p>Formative Assessment (J'avance) SE/Learning Site: p. 209, Unité 4, Act. 20.3; p. 243, Unité 4, 45.2; p. 287, Unité 5, Act. 30.3; p. 331, Unité 6, Act. 18.3</p> <p>Assessment Comprehensive, SE/Learning Site: Presentational Assessment (Option B)</p> <p>Assessment Final, SE/Learning Site: Presentational Assessment, Option A</p> |
| WL.K12.AL.5.3 | Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts. | <p>Formative Assessment (J'avance) SE/Learning Site: p. 227, Unité 4, Act. 33.2; p. 287, Unité 5, Act. 30.3; p. 290, Unité 5, Act. 33; p. 293, Unité 5, Act. 34.2; p. 302, Unité 5, Act. 43.2; p. 330, Unité 6, Act. 17.2; p. 342, Unité 6, Act. 28.2</p> <p>Assessment Summative (J'y arrive) SE/Learning Site: p. 251, Unité 4, Presentational Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Presentational Assessment (Option B)</p> <p>Assessment Final, SE/Learning Site: Presentational Assessment, Option A</p> |

Florida Correlations

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| <p>WL.K12.AL.5.4</p> | <p>Use idioms and idiomatic expressions in writing.</p> | <p>SE/Learning Site: p. 196, Unité 4, Act. 6.3; p. 199, Unité 4, Act. 9.2; p. 208, Unité 4, Act. 17.2; p. 214, Unité 4, Act. 23.3; p. 290, Unité 5, Act. 32.2; p. 290, Unité 5, Act. 33; p. 293, Unité 5, Act. 34.2</p> <p>Formative Assessment (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.3; p. 331, Unité 6, Act. 18.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 251, Unité 4, Presentational Assessment</p> <p>Assessment Comprehensive, SE/Learning Site: Presentational Assessment (Option B)</p> <p>Assessment Final, SE/Learning Site: Presentational Assessment, Option A</p> |
| <p>Standard: Culture</p> | | |
| <p><i>The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i></p> | | |
| <p>Benchmark Code</p> | <p>Benchmark</p> | <p>Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)</p> |
| <p>WL.K12.AL.6.1</p> | <p>Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.</p> | <p>SE/Learning Site: p. 191, Unité 4, Act. 1; p. 194, Unité 4, Act. 5.1; p. 196, Unité 4, Act. 6.1; p. 196, Unité 4, Act. 6.2; p. 200, Unité 4, Act. 10; p. 202, Unité 4, Act. 12.1; p. 202, Unité 4, Act. 12.2; p. 203, Unité 4, Act. 14.1; p. 212, Unité 4, Act. 22.1; p. 214, Unité 4, Act. 23.1; p. 218, Unité 4, Act. 26.1; p. 218, Unité 4, Act. 26.2; p. 219, Unité 4, Act. 27; p. 221, Unité 4, Act. 29; p. 223, Unité 4, Act. 31; p. 227, Unité 4, Act. 33.1; p. 231, Unité 4, Act. 35.1; p. 235, Unité 4, Act. 37.1; p. 235, Unité 4, Act. 37.2; p. 236, Unité 4, Act. 38; p. 245, Unité 4, Act. 48; p. 255, Unité 5, Act. 1.1; p. 258, Unité 5, Act. 4; p. 259, Unité 5, Act. 5; p. 264, Unité 5, Act. 8.1; p. 265, Unité 5, Act. 10.1; p. 266, Unité 5, Act. 10.2; p. 267, Unité 5, Act. 11.1; p. 267, Unité 5, Act. 11.2; p. 268, Unité 5, Act. 12.1; p. 269, Unité 5, Act. 12.2; p. 269, Unité 5, Act. 13; p. 281, Unité 5, Act. 23.1; p. 282, Unité 5, Act. 24; p. 283, Unité 5, Act. 26.1; p. 292, Unité 5, Act. 34.1; p. 295, Unité 5, Act. 36; p. 302, Unité 5, Act. 43.1; p. 302, Unité 5, Act. 43.2; p. 303, Unité 5, Act. 45; p. 315, Unité 6, Act. 3; p. 315, Unité 6, Act. 4; p. 326, Unité 6, Act. 11.1; p. 327, Unité 6, Act. 13; p. 338, Unité 6, Act. 23.1; p. 338, Unité 6, Act. 23.2; p. 352, Unité 6, Act. 35.1; p. 357, Unité 6, Act. 40.1; p. 358, Unité 6, Act. 41</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.1</p> |
| <p>WL.K12.AL.6.2</p> | <p>Explain why the target language has value in culture and in a global society.</p> | <p>SE/Learning Site: p. 207, Unité 4, Act. 17.1; p. 235, Unité 4, Act. 37.1; p. 326, Unité 6, Act. 11.1; p. 327, Unité 6, Act. 13; p. 339, Unité 6, Act. 24; p. 352, Unité 6, Act. 35.1</p> <p>TE/Learning Site: p. 352, Culture Note</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 250, Unité 4, Interpretive Assessment; p. 250, Unité 4, Interpersonal Assessment; p. 250, Unité 4, Presentational Assessment</p> |

Florida Correlations

| Standard: Connections | | |
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| <i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.AL.7.1 | Apply knowledge gained in the target language to make connections to other content areas. | <p>SE/Learning Site: p. 196, Unité 4, Act. 6.3; p. 199, Unité 4, Act. 8; p. 201, Unité 4, Act. 11.1; p. 206, Unité 4, Act. 16.2; p. 208, Unité 4, Act. 18; p. 208, Unité 4, Act. 19; p. 211, Unité 4, Act. 21.1; p. 212, Unité 4, Act. 22.1; p. 213, Unité 4, Act. 22.2; p. 216, Unité 4, Act. 24.2; p. 218, Unité 4, Act. 26.1; p. 218, Unité 4, Act. 26.2; p. 219, Unité 4, Act. 27; p. 221, Unité 4, Act. 29; p. 227, Unité 4, Act. 33.1; p. 230, Unité 4, Act. 34.2; p. 231, Unité 4, Act. 35.1; p. 235, Unité 4, Act. 37.1; p. 240, Unité 4, Act. 43.2; p. 244, Unité 4, Act. 46.2; p. 258, Unité 5, Act. 4; p. 269, Unité 5, Act. 13; p. 269, Unité 5, Act. 14; p. 271, Unité 5, Act. 16.1; p. 272, Unité 5, Act. 17.1; p. 277, Unité 5, Act. 20.1; p. 277, Unité 5, Act. 20.2; p. 278, Unité 5, Act. 22.1; p. 290, Unité 5, Act. 32.1; p. 294, Unité 5, Act. 35.1; p. 295, Unité 5, Act. 35.2; p. 302, Unité 5, Act. 43.1; p. 303, Unité 5, Act. 45; p. 323, Unité 6, Act. 9; p. 326, Unité 6, Act. 11.1; p. 329, Unité 6, Act. 16; p. 334, Unité 6, Act. 20.1; p. 334, Unité 6, Act. 20.2; p. 337, Unité 6, Act. 22.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 209, Unité 4, Act. 20.1; p. 209, Unité 4, Act. 20.2; p. 209, Unité 4, Act. 20.3; p. 243, Unité 4, 45.1; p. 331, Unité 6, Act. 18.1; p. 331, Unité 6, Act. 18.2; p. 331, Unité 6, Act. 18.3; p. 345, Unité 6, Act. 30.2; p. 345, Unité 6, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 251, Unité 4, Presentational Assessment</p> |
| Standard: Comparisons | | |
| <i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.AL.8.1 | Apply new structural patterns acquired in the target language. | <p>SE/Learning Site: p. 205, Unité 4, Act. 15; p. 208, Unité 4, Act. 17.2; p. 208, Unité 4, Act. 18; p. 220, Unité 4, Act. 28; p. 222, Unité 4, Act. 30; p. 237, Unité 4, Act. 39; p. 238, Unité 4, Act. 40; p. 260, Unité 5, Act. 7; p. 269, Unité 5, Act. 13; p. 269, Unité 5, Act. 14; p. 270, Unité 5, Act. 15; p. 271, Unité 5, Act. 16.2; p. 284, Unité 5, Act. 27; p. 295, Unité 5, Act. 36; p. 296, Unité 5, Act. 37; p. 328, Unité 6, Act. 14; p. 340, Unité 6, Act. 25; p. 355, Unité 6, Act. 37</p> |
| Standard: Communities | | |
| <i>The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.AL.9.1 | Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting. | <p>SE/Learning Site: p. 196, Unité 4, Act. 6.3; p. 203, Unité 4, Act. 13; p. 213, Unité 4, Act. 22.2; p. 219, Unité 4, Act. 27; p. 222, Unité 4, Act. 30; p. 244, Unité 4, Act. 46.1; p. 245, Unité 4, Act. 47.1; p. 258, Unité 5, Act. 4; p. 269, Unité 5, Act. 14; p. 279, Unité 5, Act. 22.2; p. 285, Unité 5, Act. 28; p. 302, Unité 5, Act. 43.1; p. 335, Unité 6, Act. 21.1</p> <p>Formative Assessment (J'avance), SE/Learning Site: p. 227, Unité 4, Act. 33.2; p. 243, Unité 4, 45.3; p. 275, Unité 5, Act. 19.3</p> <p>Assessment Formative (J'y arrive), SE/Learning Site: p. 250, Unité 4, Interpretive Assessment</p> |

Florida Correlations

| Standard: Interpretive Listening | | |
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| <i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.IH.1.1 | Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics. | <p>SE/Learning Site: p. 8, Unité 1, Act. 2.2; p. 24, Unité 1, Act. 18; p. 33, Unité 1, Act. 25.1; p. 34, Unité 1, Act. 26; p. 35, Unité 1, Act. 27.1; p. 40, Unité 1, Act. 32.1; p. 45, Unité 1, Act. 36.1; p. 48, Unité 1, Act. 37; p. 70, Unité 2, Act. 5; p. 71, Unité 2, Act. 6.1; p. 79, Unité 2, Act. 12.1; p. 89, Unité 2, Act. 19; p. 99, Unité 2, Act. 28.2; p. 109, Unité 2, Act. 36.1; p. 116, Unité 2, Act. 42.1; p. 133, Unité 3, Act. 4; p. 134, Unité 3, Act. 5; p. 135, Unité 3, Act. 6.1; p. 140, Unité 3, Act. 9.1; p. 150, Unité 3, Act. 16.1; p. 153, Unité 3, Act. 18.1; p. 158, Unité 3, Act. 21.1; p. 160, Unité 3, Act. 24; p. 161, Unité 3, Act. 25.1; p. 177, Unité 3, Act. 42; p. 191, Unité 4, Act. 2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 27, Unité 1, Act. 21.1; p. 42, Unité 1, Act. 34.1; p. 119, Unité 2, Act. 45.1; p. 155, Unité 3, Act. 19.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 62, Unité 1, Interpretive Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpretive Assessment</p> <p>Nualang (Learning Site): Unité 1, Communiquons 1, Chatbot (L'amitié); Unité 1, Communiquons 2, Chatbot (Des souvenirs inoubliables); Unité 1, Communiquons 3, Chatbot (Des souvenirs et des aspirations); Unité 2, Communiquons 1, Chatbot (Parlons des technologies numériques); Unité 2, Communiquons 2, Chatbot (Soyons des citoyens numériques responsables!); Unité 2, Communiquons 3, Chatbot (Les bénéfices d'une nouvelle appli); Unité 3, Communiquons 1, Chatbot (Ce que je veux faire); Unité 3, Communiquons 2, Chatbot (Je concilie mes études et mon travail); Unité 3, Communiquons 3, Chatbot (Un entretien pour un job d'été)</p> |
| WL.K12.IH.1.2 | Demonstrate understanding of the main idea and supporting details of presentations on familiar and unfamiliar topics. | <p>SE/Learning Site: p. 19, Unité 1, Act. 13.2; p. 24, Unité 1, Act. 18; p. 33, Unité 1, Act. 25.1; p. 34, Unité 1, Act. 26; p. 40, Unité 1, Act. 32.1; p. 45, Unité 1, Act. 36.1; p. 70, Unité 2, Act. 5; p. 79, Unité 2, Act. 12.1; p. 89, Unité 2, Act. 19; p. 99, Unité 2, Act. 28.2; p. 109, Unité 2, Act. 36.1; p. 116, Unité 2, Act. 42.1; p. 133, Unité 3, Act. 4; p. 134, Unité 3, Act. 5; p. 135, Unité 3, Act. 6.1; p. 140, Unité 3, Act. 9.1; p. 153, Unité 3, Act. 18.1; p. 158, Unité 3, Act. 21.1; p. 160, Unité 3, Act. 24; p. 161, Unité 3, Act. 25.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 27, Unité 1, Act. 21.1; p. 42, Unité 1, Act. 34.1; p. 119, Unité 2, Act. 45.1; p. 155, Unité 3, Act. 19.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 62, Unité 1, Interpretive Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpretive Assessment</p> <p>Nualang (Learning Site): Unité 2, Communiquons 2, Roleplay (Comment se comporter en ligne?); Unité 2, Communiquons 3, Roleplay (Une nouvelle appli); Unité 3, Communiquons 1, Roleplay (Notre avenir professionnel); Unité 3, Communiquons 3, Roleplay (Un boulot d'été)</p> |

Florida Correlations

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| <p>WL.K12.IH.1.3</p> | <p>Follow informal presentations on a variety of topics.</p> | <p>SE/Learning Site: p. 8, Unité 1, Act. 2.2; p. 24, Unité 1, Act. 18; p. 33, Unité 1, Act. 25.1; p. 34, Unité 1, Act. 26; p. 70, Unité 2, Act. 5; p. 79, Unité 2, Act. 12.1; p. 116, Unité 2, Act. 42.1; p. 133, Unité 3, Act. 4; p. 134, Unité 3, Act. 5; p. 135, Unité 3, Act. 6.1; p. 160, Unité 3, Act. 24; p. 177, Unité 3, Act. 42</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 27, Unité 1, Act. 21.1; p. 42, Unité 1, Act. 34.1; p. 119, Unité 2, Act. 45.1; p. 155, Unité 3, Act. 19.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 62, Unité 1, Interpretive Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpretive Assessment</p> <p>Nualang (Learning Site): Unité 2, Communiquons 2, Roleplay (Comment se comporter en ligne ?); Unité 2, Communiquons 3, Roleplay (Une nouvelle appli); Unité 3, Communiquons 1, Roleplay (Notre avenir professionnel); Unité 3, Communiquons 2, Roleplay (Équilibrer sa vie); Unité 3, Communiquons 3, Roleplay (Un boulot d'été)</p> |
| <p>WL.K12.IH.1.4</p> | <p>Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.</p> | <p>SE/Learning Site: p. 18, Unité 1, Act. 13.1; p. 24, Unité 1, Act. 18; p. 27, Unité 1, Act. 21.1; p. 33, Unité 1, Act. 25.1; p. 34, Unité 1, Act. 26; p. 70, Unité 2, Act. 5; p. 79, Unité 2, Act. 12.1; p. 99, Unité 2, Act. 28.2; p. 109, Unité 2, Act. 36.1; p. 116, Unité 2, Act. 42.1; p. 133, Unité 3, Act. 4; p. 134, Unité 3, Act. 5; p. 135, Unité 3, Act. 6.1; p. 140, Unité 3, Act. 9.1; p. 150, Unité 3, Act. 16.1; p. 153, Unité 3, Act. 18.1; p. 160, Unité 3, Act. 24; p. 161, Unité 3, Act. 25.1; p. 177, Unité 3, Act. 42</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 27, Unité 1, Act. 21.1; p. 119, Unité 2, Act. 45.1; p. 155, Unité 3, Act. 19.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 62, Unité 1, Interpretive Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpretive Assessment</p> |
| <p>WL.K12.IH.1.5</p> | <p>Identify the main idea and supporting details from discussions and interviews on familiar topics.</p> | <p>SE/Learning Site: p. 8, Unité 1, Act. 2.2; p. 9, Unité 1, Act. 4; p. 24, Unité 1, Act. 18; p. 33, Unité 1, Act. 25.1; p. 34, Unité 1, Act. 26; p. 70, Unité 2, Act. 5; p. 71, Unité 2, Act. 6.1; p. 79, Unité 2, Act. 12.1; p. 99, Unité 2, Act. 28.2; p. 116, Unité 2, Act. 42.1; p. 133, Unité 3, Act. 4; p. 134, Unité 3, Act. 5; p. 135, Unité 3, Act. 6.1; p. 140, Unité 3, Act. 9.1; p. 150, Unité 3, Act. 16.1; p. 153, Unité 3, Act. 18.1; p. 158, Unité 3, Act. 21.1; p. 160, Unité 3, Act. 24; p. 177, Unité 3, Act. 42</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 42, Unité 1, Act. 34.1; p. 155, Unité 3, Act. 19.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 62, Unité 1, Interpretive Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpretive Assessment</p> |
| <p>WL.K12.IH.1.6</p> | <p>Demonstrate understanding of complex directions and instructions in unfamiliar settings.</p> | <p>SE/Learning Site: p. 160, Unité 3, Act. 24; p. 356, Unité 6, Act. 38; p. 164, Unité 3, Act. 29; p. 170, Unité 3, Act. 34.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 42, Unité 1, Act. 34.2; p. 90, Unité 2, Act. 22.2; p. 359, Unité 6, Act. 42.3; p. 165, Unité 3, Act. 30.2; p. 178, Unité 3, Act. 43.3; p. 227, Unité 4, Act. 33.3; p. 243, Unité 4, Act. 45.3; p. 287, Unité 5, Act. 30.2</p> <p>Assessment Formative (J'y arrive), SE/Learning Site: p. 127, Unité 2, Interpersonal Assessment</p> |

Florida Correlations

| Standard: Interpretative Reading | | |
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| <i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.IH.2.1 | Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics. | <p>SE/Learning Site: p. 7, Unité 1, Act. 1; p. 8, Unité 1, Act. 2.1; p. 15, Unité 1, Act. 11.1; p. 18, Unité 1, Act. 13.1; p. 21, Unité 1, Act. 15; p. 24, Unité 1, Act. 19.1; p. 29, Unité 1, Act. 22.1; p. 36, Unité 1, Act. 29.1; p. 41, Unité 1, Act. 33.1; p. 48, Unité 1, Act. 38.1; p. 53, Unité 1, Act. 44; p. 54, Unité 1, Act. 45.2; p. 67, Unité 2, Act. 1; p. 68, Unité 2, Act. 2; p. 69, Unité 2, Act. 4.1; p. 75, Unité 2, Act. 8.1; p. 77, Unité 2, Act. 9.1; p. 78, Unité 1, Act. 10.1; p. 83, Unité 2, Act. 14.1; p. 84, Unité 2, Act. 14.2; p. 88, Unité 2, Act. 18; p. 93, Unité 2, Act. 23.1; p. 95, Unité 2, Act. 25.1; p. 98, Unité 2, Act. 27; p. 100, Unité 2, Act. 29.1; p. 102, Unité 2, Act. 30; p. 103, Unité 2, Act. 31.1; p. 107, Unité 2, Act. 34.1; p. 108, Unité 2, Act. 35.1; p. 111, Unité 2, Act. 37.1; p. 120, Unité 2, Act. 46.1; p. 115, Unité 2, Act. 41; p. 131, Unité 3, Act. 1; p. 133, Unité 3, Act. 3.1; p. 136, Unité 3, Act. 7.1; p. 139, Unité 3, Act. 8.1; p. 145, Unité 3, Act. 11.1; p. 146, Unité 3, Act. 12; p. 148, Unité 3, Act. 13.1; p. 153, Unité 3, Act. 18.2; p. 157, Unité 3, Act. 20; p. 159, Unité 3, Act. 22.1; p. 167, Unité 3, Act. 31; p. 169, Unité 3, Act. 33.1; p. 172, Unité 3, Act. 35; p. 173, Unité 3, Act. 37.1; p. 180, Unité 3, Act. 44.1; p. 191, Unité 4, Act. 1; p. 191, Unité 4, Act. 3; p. 217, Unité 4, Act. 25.3; p. 224, Unité 4, Act. 32.1; p. 343, Unité 6, Act. 29.1</p> <p>Assessment Formative (J'avance) SE/Learning Site: p. 55, Unité 1, Act. 47.1; p. 90, Unité 2, Act. 22; p. 105, Unité 2, Act. 33.1; p. 165, Unité 3, Act. 30.1</p> <p>Assessment Summative (J'y arrive) SE/Learning Site: p. 126, Unité 2, Interpretive Assessment; p. 186, Unité 3, Interpretive Assessment</p> |
| WL.K12.IH.2.2 | Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context. | <p>SE/Learning Site: p. 11, Unité 1, Act. 6.1; p. 15, Unité 1, Act. 10; p. 24, Unité 1, Act. 19.1; p. 36, Unité 1, Act. 29.1; p. 38, Unité 1, Act. 31.1; p. 39, Unité 1, Act. 31.2; p. 54, Unité 1, Act. 45.2; p. 56, Unité 1, Act. 48.1; p. 68, Unité 2, Act. 2; p. 77, Unité 2, Act. 9.1; p. 83, Unité 2, Act. 14.1; p. 84, Unité 2, Act. 14.2; p. 88, Unité 2, Act. 18; p. 93, Unité 2, Act. 23.1; p. 98, Unité 2, Act. 27; p. 111, Unité 2, Act. 37.1; p. 131, Unité 3, Act. 1; p. 136, Unité 3, Act. 7.1; p. 142, Unité 3, Act. 10.1; p. 145, Unité 3, Act. 11.1; p. 146, Unité 3, Act. 12; p. 148, Unité 3, Act. 13.1; p. 157, Unité 3, Act. 20; p. 159, Unité 3, Act. 22.1; p. 169, Unité 3, Act. 33.1; p. 175, Unité 3, Act. 40.1; p. 191, Unité 4, Act. 1; p. 191, Unité 4, Act. 3; p. 224, Unité 4, Act. 32.1; p. 343, Unité 6, Act. 29.1</p> <p>Assessment Formative (J'avance) SE/Learning Site: p. 90, Unité 2, Act. 22; p. 105, Unité 2, Act. 33.1</p> <p>Assessment Summative (J'y arrive) SE/Learning Site: p. 126, Unité 2, Interpretive Assessment</p> |
| WL.K12.IH.2.3 | Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts. | <p>SE/Learning Site: p. 15, Unité 1, Act. 9.1; p. 18, Unité 1, Act. 13.1; p. 41, Unité 1, Act. 33.1; p. 48, Unité 1, Act. 38.1; p. 56, Unité 1, Act. 48.1; p. 75, Unité 2, Act. 8.1; p. 83, Unité 2, Act. 14.1; p. 95, Unité 2, Act. 25.1; p. 103, Unité 2, Act. 31.1; p. 108, Unité 2, Act. 35.1; p. 120, Unité 2, Act. 46.1; p. 131, Unité 3, Act. 1; p. 136, Unité 3, Act. 7.1; p. 145, Unité 3, Act. 11.1; p. 146, Unité 3, Act. 12; p. 148, Unité 3, Act. 13.1; p. 153, Unité 3, Act. 18.2; p. 157, Unité 3, Act. 20; p. 159, Unité 3, Act. 22.1; p. 180, Unité 3, Act. 44.1; p. 224, Unité 4, Act. 32.1</p> <p>Assessment Summative (J'y arrive) SE/Learning Site: p. 126, Unité 2, Interpretive Assessment; p. 186, Unité 3, Interpretive Assessment</p> |

Florida Correlations

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| <p>WL.K12.IH.2.4</p> | <p>Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.</p> | <p>SE/Learning Site: p. 10, Unité 1, Act. 5.1; p. 15, Unité 1, Act. 9.1; p. 15, Unité 1, Act. 10; p. 18, Unité 1, Act. 13.1; p. 21, Unité 1, Act. 15; p. 25, Unité 1, Act. 19.2; p. 29, Unité 1, Act. 22.1; p. 36, Unité 1, Act. 29.1; p. 41, Unité 1, Act. 33.1; p. 45, Unité 1, Act. 35; p. 48, Unité 1, Act. 38.1; p. 53, Unité 1, Act. 44; p. 54, Unité 1, Act. 45.2; p. 56, Unité 1, Act. 48.1; p. 67, Unité 2, Act. 1; p. 68, Unité 2, Act. 2; p. 69, Unité 2, Act. 4.1; p. 75, Unité 2, Act. 8.1; p. 77, Unité 2, Act. 9.1; p. 78, Unité 1, Act. 10.1; p. 83, Unité 2, Act. 14.1; p. 84, Unité 2, Act. 14.2; p. 88, Unité 2, Act. 18; p. 93, Unité 2, Act. 23.1; p. 95, Unité 2, Act. 25.1; p. 107, Unité 2, Act. 34.1; p. 108, Unité 2, Act. 35.1; p. 120, Unité 2, Act. 46.1; p. 112, Unité 2, Act. 38; p. 115, Unité 2, Act. 41; p. 131, Unité 3, Act. 1; p. 136, Unité 3, Act. 7.1; p. 139, Unité 3, Act. 8.1; p. 145, Unité 3, Act. 11.1; p. 146, Unité 3, Act. 12; p. 148, Unité 3, Act. 13.1; p. 153, Unité 3, Act. 18.2; p. 157, Unité 3, Act. 20; p. 163, Unité 3, Act. 27; p. 173, Unité 3, Act. 37.1; p. 180, Unité 3, Act. 44.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 55, Unité 1, Act. 47.1; p. 90, Unité 2, Act. 22.1; p. 165, Unité 3, Act. 30.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 126, Unité 2, Interpretive Assessment; p. 186, Unité 3, Interpretive Assessment</p> |
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Standard: Interpersonal Communication

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

| <p>Benchmark Code</p> | <p>Benchmark</p> | <p>Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)</p> |
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| <p>WL.K12.IH.3.1</p> | <p>State and support different points of views and take an active part in discussions.</p> | <p>SE/Learning Site: p. 10, Unité 1, Act. 5.2; p. 15, Unité 1, 9.2; p. 16, Act. 12, Unité 1; p. 35, Unité 1, Act. 28; p. 36, Unité 1, Act. 29.2; p. 48, Unité 1, Act. 38.2; p. 51, Unité 1, Act. 42; p. 51, Unité 1, Act. 41.2; p. 56, Unité 1, Act. 48.1; p. 69, Unité 2, Act. 3; p. 70, Unité 2, Act. 4.2; p. 71, Unité 2, Act. 6.3; p. 75, Unité 2, Act. 8.2; p. 78, Unité 1, Act. 10.1; p. 78, Unité 1, Act. 10.2; p. 78, Unité 2, Act. 11; p. 80, Unité 2, Act. 12.2; p. 81, Unité 2, Act. 13; p. 84, Unité 2, Act. 14.3; p. 86, Unité 2, Act. 16.2; p. 94, Unité 2, Act. 23.2; p. 94, Unité 2, Act. 24; p. 95, Unité 2, Act. 25.2; p. 101, Unité 2, Act. 29.2; p. 109, Unité 2, Act. 35.2; p. 109, Unité 2, Act. 36.3; p. 110, Unité 2, Act. 36.5; p. 111, Unité 2, Act. 37.2; p. 114, Unité 2, Act. 40.2; p. 120, Unité 2, Act. 46.3; p. 133, Unité 3, Act. 3.2; p. 136, Unité 3, Act. 7.2; p. 141, Unité 3, Act. 9.2; p. 145, Unité 3, Act. 11.2; p. 148, Unité 3, Act. 13.2; p. 153, Unité 3, Act. 18.3; p. 158, Unité 3, Act. 21.2; p. 164, Unité 3, Act. 28; p. 164, Unité 3, Act. 29; p. 193, Unité 4, Act. 4</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 90, Unité 2, Act. 22.1; p. 105, Unité 2, Act. 33.2; p. 155, Unité 3, Act. 19.3; p. 165, Unité 3, Act. 30.2</p> <p>Assessment Summative (J'avance), SE/Learning Site: p. 127, Unité 2, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpersonal Assessment</p> |

Florida Correlations

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| <p>WL.K12.IH.3.2</p> | <p>Sustain a conversation in uncomplicated situations on a variety of topics.</p> | <p>SE/Learning Site: p. 9, Unité 1, Act. 2.3; p. 12, Unité 1, Act. 7; p. 12, Unité 1, Act. 8; p. 29, Unité 1, Act. 22.2; p. 30, Unité 1, Act. 23.2; p. 31, Unité 1, Act. 24.1; p. 33, Unité 1, Act. 25.2; p. 48, Unité 1, Act. 38.2; p. 49, Unité 1, Act. 39; p. 50, Unité 1, Act. 40.2; p. 51, Unité 1, Act. 42; p. 69, Unité 2, Act. 3; p. 70, Unité 2, Act. 4.2; p. 71, Unité 2, Act. 6.3; p. 75, Unité 2, Act. 8.2; p. 80, Unité 2, Act. 12.2; p. 81, Unité 2, Act. 13; p. 84, Unité 2, Act. 14.3; p. 86, Unité 2, Act. 16.2; p. 89, Unité 2, Act. 21; p. 94, Unité 2, Act. 23.2; p. 94, Unité 2, Act. 24; p. 101, Unité 2, Act. 29.2; p. 107, Unité 2, Act. 34.3; p. 109, Unité 2, Act. 35.2; p. 109, Unité 2, Act. 36.3; p. 110, Unité 2, Act. 36.5; p. 114, Unité 2, Act. 40.2; p. 120, Unité 2, Act. 46.3; p. 133, Unité 3, Act. 3.2; p. 135, Unité 3, Act. 6.1; p. 136, Unité 3, Act. 7.2; p. 141, Unité 3, Act. 9.2; p. 153, Unité 3, Act. 18.3; p. 154, Unité 3, Act. 18.4; p. 158, Unité 3, Act. 21.2; p. 159, Unité 3, Act. 22.2; p. 164, Unité 3, Act. 28; p. 164, Unité 3, Act. 29; p. 173, Unité 3, Act. 37.2; p. 174, Unité 3, Act. 39.2; p. 181, Unité 3, Act. 45.1; p. 193, Unité 4, Act. 4</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 27, Unité 1, Act. 21.2; p. 42, Unité 1, Act. 34.2; p. 90, Unité 2, Act. 22.1; p. 105, Unité 2, Act. 33.2; p. 155, Unité 3, Act. 19.3; p. 165, Unité 3, Act. 30.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 127, Unité 2, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Nualang (Learning Site): Unité 1, Communiquons 1, Chatbot (L'amitié); Unité 1, Communiquons 2, Chatbot (Des souvenirs inoubliables); Unité 1, Communiquons 3, Chatbot (Des souvenirs et des aspirations); Unité 2, Communiquons 1, Chatbot (Parlons des technologies numériques); Unité 2, Communiquons 2, Chatbot (Soyons des citoyens numériques responsables !); Unité 2, Communiquons 3, Chatbot (Les bénéfices d'une nouvelle appli); Unité 3, Communiquons 1, Chatbot (Ce que je veux faire); Unité 3, Communiquons 2, Chatbot (Je concilie mes études et mon travail); Unité 3, Communiquons 3, Chatbot (Un entretien pour un job d'été)</p> |
| <p>WL.K12.IH.3.3</p> | <p>Express degrees of emotion and respond appropriately to the feelings and emotions of others.</p> | <p>SE/Learning Site: p. 29, Unité 1, Act. 22.2; p. 30, Unité 1, Act. 23.2; p. 30, Unité 1, Act. 23.2; p. 49, Unité 1, Act. 39; p. 78, Unité 1, Act. 10.2; p. 84, Unité 2, Act. 14.3; p. 86, Unité 2, Act. 16.2; p. 89, Unité 2, Act. 21; p. 114, Unité 2, Act. 40.2; p. 117, Unité 2, Act. 43; p. 136, Unité 3, Act. 7.2; p. 145, Unité 3, Act. 11.2; p. 153, Unité 3, Act. 18.3; p. 164, Unité 3, Act. 29</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 55, Unité 1, Act. 47.2; p. 105, Unité 2, Act. 33.2; p. 155, Unité 3, Act. 19.3; p. 165, Unité 3, Act. 30.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 127, Unité 2, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> |

Florida Correlations

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| <p>WL.K12.IH.3.4</p> | <p>Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.</p> | <p>SE/Learning Site: p. 20, Unité 1, Act. 14.1; p. 48, Unité 1, Act. 38.2; p. 49, Unité 1, Act. 39; p. 50, Unité 1, Act. 40.2; p. 51, Unité 1, Act. 41.2; p. 56, Unité 1, Act. 48.1; p. 72, Unité 2, Act. 7.2; p. 89, Unité 2, Act. 21; p. 117, Unité 2, Act. 43; p. 121, Unité 2, Act. 47.1; p. 136, Unité 3, Act. 7.2; p. 141, Unité 3, Act. 9.2; p. 145, Unité 3, Act. 11.2; p. 153, Unité 3, Act. 18.3; p. 154, Unité 3, Act. 18.4; p. 160, Unité 3, Act. 23; p. 172, Unité 3, Act. 36; p. 174, Unité 3, Act. 39.2; p. 176, Unité 3, Act. 40.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 27, Unité 1, Act. 21.2; p. 90, Unité 2, Act. 22.1; p. 155, Unité 3, Act. 19.3; p. 178, Unité 3, Act. 43.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 127, Unité 2, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Nualang (Learning Site): Unité 1, Communiquons 1, Chatbot (L'amitié); Unité 1, Communiquons 2, Chatbot (Des souvenirs inoubliables); Unité 1, Communiquons 3, Chatbot (Des souvenirs et des aspirations); Unité 2, Communiquons 1, Chatbot (Parlons des technologies numériques); Unité 2, Communiquons 2, Chatbot (Soyons des citoyens numériques responsables !); Unité 2, Communiquons 3, Chatbot (Les bénéfices d'une nouvelle appli); Unité 3, Communiquons 1, Chatbot (Ce que je veux faire); Unité 3, Communiquons 2, Chatbot (Je concilie mes études et mon travail); Unité 3, Communiquons 3, Chatbot (Un entretien pour un job d'été)</p> |
| <p>WL.K12.IH.3.5</p> | <p>Initiate, maintain, and end a conversation on a variety of familiar topics.</p> | <p>SE/Learning Site: p. 12, Unité 1, Act. 7; p. 12, Unité 1, Act. 8; p. 15, Unité 1, 9.2; p. 29, Unité 1, Act. 22.2; p. 30, Unité 1, Act. 23.2; p. 31, Unité 1, Act. 24.1; p. 33, Unité 1, Act. 25.2; p. 48, Unité 1, Act. 38.2; p. 50, Unité 1, Act. 40.2; p. 51, Unité 1, Act. 42; p. 51, Unité 1, Act. 41.2; p. 69, Unité 2, Act. 3; p. 70, Unité 2, Act. 4.2; p. 71, Unité 2, Act. 6.3; p. 75, Unité 2, Act. 8.2; p. 78, Unité 1, Act. 10.1; p. 80, Unité 2, Act. 12.2; p. 81, Unité 2, Act. 13; p. 84, Unité 2, Act. 14.3; p. 86, Unité 2, Act. 16.2; p. 89, Unité 2, Act. 21; p. 94, Unité 2, Act. 23.2; p. 94, Unité 2, Act. 24; p. 107, Unité 2, Act. 34.3; p. 109, Unité 2, Act. 35.2; p. 109, Unité 2, Act. 36.3; p. 110, Unité 2, Act. 36.5; p. 120, Unité 2, Act. 46.3; p. 113, Unité 2, Act. 39.2; p. 133, Unité 3, Act. 3.2; p. 135, Unité 3, Act. 6.1; p. 136, Unité 3, Act. 7.2; p. 141, Unité 3, Act. 9.2; p. 145, Unité 3, Act. 11.2; p. 153, Unité 3, Act. 18.3; p. 154, Unité 3, Act. 18.4; p. 158, Unité 3, Act. 21.2; p. 164, Unité 3, Act. 28; p. 164, Unité 3, Act. 29; p. 173, Unité 3, Act. 37.2; p. 174, Unité 3, Act. 39.2; p. 181, Unité 3, Act. 44.3; p. 193, Unité 4, Act. 4</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 27, Unité 1, Act. 21.2; p. 42, Unité 1, Act. 34.2; p. 90, Unité 2, Act. 22.1; p. 105, Unité 2, Act. 33.2; p. 155, Unité 3, Act. 19.3; p. 165, Unité 3, Act. 30.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 127, Unité 2, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> |

Florida Correlations

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| <p>WL.K12.IH.3.6</p> | <p>Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.</p> | <p>SE/Learning Site: p. 29, Unité 1, Act. 22.2; p. 30, Unité 1, Act. 23.2; p. 33, Unité 1, Act. 25.2; p. 48, Unité 1, Act. 38.2; p. 51, Unité 1, Act. 41.2; p. 70, Unité 2, Act. 4.2; p. 71, Unité 2, Act. 6.3; p. 75, Unité 2, Act. 8.2; p. 80, Unité 2, Act. 12.2; p. 86, Unité 2, Act. 16.2; p. 89, Unité 2, Act. 21; p. 94, Unité 2, Act. 23.2; p. 109, Unité 2, Act. 36.3; p. 133, Unité 3, Act. 3.2; p. 136, Unité 3, Act. 7.2; p. 153, Unité 3, Act. 18.3; p. 164, Unité 3, Act. 29; p. 176, Unité 3, Act. 40.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 42, Unité 1, Act. 34.2; p. 90, Unité 2, Act. 22.1; p. 165, Unité 3, Act. 30.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 127, Unité 2, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> |
| <p>WL.K12.IH.3.7</p> | <p>Ask for, follow, and give directions in complex situations.</p> | <p>SE/Learning Site: p. 49, Unité 1, Act. 39; p. 71, Unité 2, Act. 6.3; p. 89, Unité 2, Act. 19; p. 103, Unité 2, Act. 31.2; p. 158, Unité 3, Act. 21.2; p. 164, Unité 3, Act. 29</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 42, Unité 1, Act. 34.2; p. 90, Unité 2, Act. 22.1; p. 165, Unité 3, Act. 30.2; p. 178, Unité 3, Act. 43.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 127, Unité 2, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> |
| <p>WL.K12.IH.3.8</p> | <p>Describe and elaborate on a personal situation or problem using details.</p> | <p>SE/Learning Site: p. 12, Unité 1, Act. 8; p. 30, Unité 1, Act. 23.2; p. 33, Unité 1, Act. 25.2; p. 48, Unité 1, Act. 38.2; p. 54, Unité 1, Act. 46.2; p. 78, Unité 1, Act. 10.2; p. 80, Unité 2, Act. 12.2; p. 84, Unité 2, Act. 14.3; p. 86, Unité 2, Act. 16.2; p. 89, Unité 2, Act. 21; p. 103, Unité 2, Act. 31.2; p. 141, Unité 3, Act. 9.2; p. 145, Unité 3, Act. 11.2; p. 154, Unité 3, Act. 18.4; p. 164, Unité 3, Act. 28; p. 172, Unité 3, Act. 36; p. 176, Unité 3, Act. 40.2</p> <p>Assessment Formative (J'avance) SE/Learning Site: p. 42, Unité 1, Act. 34.2; p. 55, Unité 1, Act. 47.1; p. 155, Unité 3, Act. 19.3; p. 178, Unité 3, Act. 43.1</p> <p>Assessment Summative (J'y arrive) SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> <p>Assessment Midterm, SE/Learning Site: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> |

Florida Correlations

| Standard: Presentational Speaking | | |
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| <i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.IH.4.1 | Present information on familiar topics with clarity and detail using multimedia resources. | SE/Learning Site: p. 57, Unité 1, Act. 49.2; p. 71, Unité 2, Act. 6.3 ; p. 77, Unité 2, Act. 9.3; p. 80, Unité 2, Act. 12.3; p. 116, Unité 2, Act. 42.1; p. 121, Unité 2, Act. 47.2; p. 131, Unité 3, Act. 2; p. 143, Unité 3, Act. 10.4; p. 148, Unité 3, Act. 14; p. 161, Unité 3, Act. 25.2 Assessment Formative (J'avance), SE/Learning Site: p. 27, Unité 1, Act. 21.3; p. 55, Unité 1, Act. 47.3; p. 105, Unité 2, Act. 33.3; p. 119, Unité 2, Act. 45.3 Assessment Midterm, SE/Learning Site: Presentational Assessment Option B |
| WL.K12.IH.4.2 | Present viewpoints on an issue and support opinions with clarity and detail. | SE/Learning Site: p. 9, Unité 1, Act. 3; p. 15, Unité 1, Act. 11.2; p. 19, Unité 1, Act. 13.4; p. 46, Unité 1, Act. 36.3; p. 71, Unité 2, Act. 6.3; p. 80, Unité 2, Act. 12.3; p. 116, Unité 2, Act. 42.1; p. 121, Unité 2, Act. 48; p. 131, Unité 3, Act. 2; p. 143, Unité 3, Act. 10.3; p. 143, Unité 3, Act. 10.4; p. 148, Unité 3, Act. 14; p. 161, Unité 3, Act. 25.2; p. 180, Unité 3, Act. 44.2 Assessment Formative (J'avance), SE/Learning Site: p. 105, Unité 2, Act. 33.3; p. 119, Unité 2, Act. 45.3; p. 178, Unité 3, Act. 43.3 Assessment Midterm, SE/Learning Site: Presentational Assessment Option B |
| WL.K12.IH.4.3 | Describe personal experiences and interests with clarity and detail. | SE/Learning Site: p. 15, Unité 1, Act. 11.2; p. 19, Unité 1, Act. 13.4; p. 46, Unité 1, Act. 36.3; p. 54, Unité 1, Act. 46.2; p. 77, Unité 2, Act. 9.3; p. 80, Unité 2, Act. 12.3; p. 116, Unité 2, Act. 42.1; p. 161, Unité 3, Act. 25.2; p. 170, Unité 3, Act. 33.2; p. 170, Unité 3, Act. 34.1; p. 181, Unité 3, Act. 46 Assessment Formative (J'avance) SE/Learning Site: p. 27, Unité 1, Act. 21.3; p. 55, Unité 1, Act. 47.3; p. 178, Unité 3, Act. 43.3 Assessment Midterm, SE/Learning Site: Presentational Assessment Option B |
| WL.K12.IH.4.4 | Produce reports and multimedia compositions in order to present a group project. | SE/Learning Site: p. 57, Unité 1, Act. 49.2; p. 71, Unité 2, Act. 6.3; p. 86, Unité 2, Act. 16.3; p. 107, Unité 2, Act. 34.4; p. 121, Unité 2, Act. 47.2; p. 181, Unité 3, Act. 45.2 |
| WL.K12.IH.4.5 | Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story. | SE/Learning Site: p. 46, Unité 1, Act. 36.3; p. 57, Unité 1, Act. 49.2; p. 77, Unité 2, Act. 9.3; p. 80, Unité 2, Act. 12.3; p. 107, Unité 2, Act. 34.4; p. 143, Unité 3, Act. 10.3; p. 181, Unité 3, Act. 45.2 Assessment Formative (J'avance), SE/Learning Site: p. 55, Unité 1, Act. 47.3; p. 105, Unité 2, Act. 33.3 Assessment Midterm, SE/Learning Site: Presentational Assessment Option B |
| WL.K12.IH.4.6 | Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation. | SE/Learning Site: p. 57, Unité 1, Act. 49.2; p. 71, Unité 2, Act. 6.3; p. 86, Unité 2, Act. 16.3; p. 116, Unité 2, Act. 42.1; p. 121, Unité 2, Act. 47.2; p. 143, Unité 3, Act. 10.3; p. 143, Unité 3, Act. 10.4; p. 161, Unité 3, Act. 25.2; p. 181, Unité 3, Act. 45.2 Assessment Formative (J'avance) SE/Learning Site: p. 27, Unité 1, Act. 21.3; p. 105, Unité 2, Act. 33.3; p. 119, Unité 2, Act. 45.3 TE/Learning Site: p. 22, Unité 1, Differentiate |

Florida Correlations

| Standard: Presentational Writing | | |
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| <i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.IH.5.1 | Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs. | <p>SE/Learning Site: p. 19, Unité 1, Act. 13.3; p. 22, Unité 1, Act. 16.2; p. 26, Unité 1, Act. 20; p. 30, Unité 1, Act. 23.3; p. 41, Unité 1, Act. 33.2; p. 53, Unité 1, Act. 45.1; p. 71, Unité 2, Act. 6.2; p. 86, Unité 2, Act. 16.3; p. 89, Unité 2, Act. 20; p. 96, Unité 2, Act. 26; p. 107, Unité 2, Act. 34.2; p. 118, Unité 2, Act. 44; p. 136, Unité 3, Act. 6.2; p. 152, Unité 3, Act. 17; p. 168, Unité 3, Act. 32; p. 170, Unité 3, Act. 34.2; p. 176, Unité 3, Act. 41</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 42, Unité 1, Act. 34.3; p. 90, Unité 2, Act. 22.3; p. 165, Unité 3, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Presentational Assessment; p. 187, Unité 3, Presentational Assessment</p> <p>Assessment Midterm, SE/Learning Site: Presentational Assessment Option A</p> |
| WL.K12.IH.5.2 | Describe, in writing, personal experiences and interests with clarity and detail. | <p>SE/Learning Site: p. 11, Unité 1, Act. 6.2; p. 20, Unité 1, Act. 14.2; p. 22, Unité 1, Act. 16.1; p. 26, Unité 1, Act. 20; p. 29, Unité 1, Act. 22.3; p. 30, Unité 1, Act. 23.1; p. 40, Unité 1, Act. 32.2; p. 41, Unité 1, Act. 33.2; p. 46, Unité 1, Act. 36.2; p. 50, Unité 1, Act. 40.1; p. 54, Unité 1, Act. 46.1; p. 86, Unité 2, Act. 16.1; p. 99, Unité 2, Act. 28.1; p. 109, Unité 2, Act. 36.2; p. 110, Unité 2, Act. 36.4; p. 118, Unité 2, Act. 44; p. 136, Unité 3, Act. 6.2; p. 152, Unité 3, Act. 17; p. 168, Unité 3, Act. 32; p. 170, Unité 3, Act. 34.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 42, Unité 1, Act. 34.3; p. 90, Unité 2, Act. 22.3; p. 119, Unité 2, Act. 45.2; p. 155, Unité 3, Act. 19.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Presentational Assessment; p. 187, Unité 3, Presentational Assessment</p> <p>Assessment Midterm, SE/Learning Site: Presentational Assessment Option A</p> |
| WL.K12.IH.5.3 | Present, in writing, viewpoints on an issue and support opinion with clarity and detail. | <p>SE/Learning Site: p. 22, Unité 1, Act. 16.2; p. 32, Unité 1, Act. 24.2; p. 34, Unité 1, Act. 25.3; p. 71, Unité 2, Act. 6.2; p. 76, Unité 2, Act. 8.3; p. 77, Unité 2, Act. 9.2; p. 85, Unité 2, Act. 14.4; p. 85, Unité 2, Act. 15; p. 86, Unité 2, Act. 16.1; p. 96, Unité 2, Act. 26; p. 99, Unité 2, Act. 28.1; p. 114, Unité 2, Act. 40.1; p. 143, Unité 3, Act. 10.2; p. 148, Unité 3, Act. 14; p. 151, Unité 3, Act. 16.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 90, Unité 2, Act. 22.3; p. 165, Unité 3, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 187, Unité 3, Presentational Assessment</p> <p>Assessment Midterm, SE/Learning Site: Presentational Assessment Option A</p> |

Florida Correlations

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| <p>WL.K12.IH.5.4</p> | <p>Provide clear and detailed information in writing on academic and work topics with clarity and detail.</p> | <p>SE/Learning Site: p. 34, Unité 1, Act. 25.3; p. 50, Unité 1, Act. 40.1; p. 56, Unité 1, Act. 48.1; p. 71, Unité 2, Act. 6.2; p. 76, Unité 2, Act. 8.3; p. 77, Unité 2, Act. 9.2; p. 85, Unité 2, Act. 14.4; p. 86, Unité 2, Act. 16.3; p. 96, Unité 2, Act. 26; p. 120, Unité 2, Act. 46.2; p. 113, Unité 2, Act. 39.1; p. 118, Unité 2, Act. 44; p. 152, Unité 3, Act. 17; p. 170, Unité 3, Act. 34.2</p> <p>Formative Assessment (J'avance), SE/Learning Site: p. 119, Unité 2, Act. 45.2; p. 155, Unité 3, Act. 19.2; p. 165, Unité 3, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 187, Unité 3, Presentational Assessment</p> <p>Assessment Midterm, SE/Learning Site: Presentational Assessment Option A</p> |
| <p>WL.K12.IH.5.5</p> | <p>Describe, in writing, events in chronological order.</p> | <p>SE/Learning Site: p. 40, Unité 1, Act. 32.2; p. 41, Unité 1, Act. 33.2; p. 53, Unité 1, Act. 45.1; p. 152, Unité 3, Act. 17; p. 173, Unité 3, Act. 39.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 42, Unité 1, Act. 34.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Presentational Assessment; p. 187, Unité 3, Presentational Assessment</p> <p>Assessment Midterm, SE/Learning Site: Presentational Assessment Option A</p> |
| <p>WL.K12.IH.5.6</p> | <p>Write about a story and describe reactions with clarity and detail.</p> | <p>SE/Learning Site: p. 30, Unité 1, Act. 23.3; p. 40, Unité 1, Act. 32.2; p. 41, Unité 1, Act. 33.2; p. 53, Unité 1, Act. 45.1; p. 54, Unité 1, Act. 46.1; p. 109, Unité 2, Act. 36.2; p. 152, Unité 3, Act. 17</p> <p>Assessment Formative, (J'avance) SE/Learning Site: p. 165, Unité 3, Act. 30.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Presentational Assessment</p> |
| <p>WL.K12.IH.5.7</p> | <p>Write a short essay or biography using descriptive details and a variety of sentence structures.</p> | <p>SE/Learning Site: p. 30, Unité 1, Act. 23.3; p. 34, Unité 1, Act. 25.3; p. 109, Unité 2, Act. 36.2; p. 152, Unité 3, Act. 17</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 155, Unité 3, Act. 19.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Presentational Assessment; p. 187, Unité 3, Presentational Assessment</p> <p>Assessment Midterm, SE/Learning Site: Presentational Assessment Option A</p> |

Florida Correlations

| Standard: Culture | | |
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| <i>The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.IH.6.1 | Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media. | <p>SE/Learning Site: p. 7, Unité 1, Act. 1; p. 8, Unité 1, Act. 2.2; p. 9, Unité 1, Act. 3; p. 15, Unité 1, Act. 9.1; p. 15, Unité 1, Act. 11.1; p. 24, Unité 1, Act. 19.1; p. 33, Unité 1, Act. 25.1; p. 34, Unité 1, Act. 26; p. 35, Unité 1, Act. 27.1; p. 41, Unité 1, Act. 33.1; p. 51, Unité 1, Act. 41.1; p. 51, Unité 1, Act. 42; p. 56, Unité 1, Act. 48.1; p. 69, Unité 2, Act. 3; p. 70, Unité 2, Act. 4.2; p. 70, Unité 2, Act. 5; p. 72, Unité 2, Act. 7.1; p. 77, Unité 2, Act. 9.1; p. 78, Unité 1, Act. 10.1; p. 78, Unité 1, Act. 10.2; p. 79, Unité 2, Act. 12.1; p. 98, Unité 2, Act. 27; p. 104, Unité 2, Act. 32; p. 108, Unité 2, Act. 35.1; p. 110, Unité 2, Act. 36.4; p. 111, Unité 2, Act. 37.1; p. 111, Unité 2, Act. 37.2; p. 116, Unité 2, Act. 42.1; p. 120, Unité 2, Act. 46.1; p. 120, Unité 2, Act. 46.2; p. 131, Unité 3, Act. 1; p. 131, Unité 3, Act. 2; p. 133, Unité 3, Act. 4; p. 135, Unité 3, Act. 5; p. 140, Unité 3, Act. 9.1; p. 148, Unité 3, Act. 13.1; p. 148, Unité 3, Act. 13.2; p. 148, Unité 3, Act. 14; p. 159, Unité 3, Act. 22.1; p. 159, Unité 3, Act. 22.2; p. 160, Unité 3, Act. 23; p. 161, Unité 3, Act. 25.1; p. 169, Unité 3, Act. 33.1; p. 173, Unité 3, Act. 37.1; p. 173, Unité 3, Act. 37.2; p. 180, Unité 3, Act. 44.1; p. 181, Unité 3, Act. 44.3</p> <p>Assessment Formative (J'avance) SE/Learning Site: p. 27, Unité 1, Act. 21.2; p. 105, Unité 2, Act. 33.1</p> <p>Assessment Summative (J'y arrive) SE/Learning Site: p. 62, Unité 1, Interpretive Assessment</p> |
| WL.K12.IH.6.2 | Apply language and behaviors that are appropriate to the target culture in an authentic situation. | <p>SE/Learning Site: p. 57, Unité 1, 49.1; p. 57, Unité 1, 49.2; p. 72, Unité 2, Act. 7.2; p. 96, Unité 2, Act. 26; p. 104, Unité 2, Act. 32; p. 118, Unité 2, Act. 44</p> <p>Assessment Formative (J'avance) SE/Learning Site: p. 27, Unité 1, Act. 21.3</p> <p>Assessment Summative (J'avance) SE/Learning Site: p. 127, Unité 2, Interpersonal Assessment</p> |
| WL.K12.IH.6.3 | Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.) | <p>SE/Learning Site: p. 68, Unité 2, Act. 2; p. 69, Unité 2, Act. 3; p. 70, Unité 2, Act. 5; p. 131, Unité 3, Act. 1; p. 173, Unité 3, Act. 37.2</p> <p>TE/Learning Site: p. 24, Unité 1, Culture</p> |
| WL.K12.IH.6.4 | Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). | <p>SE/Learning Site: p. 7, Unité 1, Act. 1; p. 9, Unité 1, Act. 4; p. 15, Unité 1, Act. 9.1; p. 24, Unité 1, Act. 19.1; p. 33, Unité 1, Act. 25.1; p. 35, Unité 1, Act. 27.1; p. 35, Unité 1, Act. 27.2; p. 36, Unité 1, Act. 29.1; p. 51, Unité 1, Act. 41.1; p. 51, Unité 1, Act. 42; p. 57, Unité 1, Act. 50; p. 67, Unité 2, Act. 1; p. 68, Unité 2, Act. 2; p. 69, Unité 2, Act. 3; p. 70, Unité 2, Act. 5; p. 71, Unité 2, Act. 6.1; p. 71, Unité 2, Act. 6.3; p. 77, Unité 2, Act. 9.1; p. 78, Unité 1, Act. 10.1; p. 78, Unité 1, Act. 10.2; p. 78, Unité 2, Act. 11; p. 79, Unité 2, Act. 12.1; p. 95, Unité 2, Act. 25.1; p. 95, Unité 2, Act. 25.2; p. 99, Unité 2, Act. 28.2; p. 100, Unité 2, Act. 29.1; p. 109, Unité 2, Act. 36.1; p. 120, Unité 2, Act. 46.1; p. 131, Unité 3, Act. 1; p. 148, Unité 3, Act. 13.1; p. 159, Unité 3, Act. 22.1; p. 159, Unité 3, Act. 22.2; p. 161, Unité 3, Act. 25.1; p. 173, Unité 3, Act. 37.1; p. 175, Unité 3, Act. 40.1; p. 180, Unité 3, Act. 44.1; p. 191, Unité 4, Act. 1; p. 191, Unité 4, Act. 3; p. 207, Unité 4, Act. 17.1; p. 223, Unité 4, Act. 31</p> |

Florida Correlations

| Standard: Connections | | |
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| <i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.IH.7.1 | Gather and interpret information from various disciplines in the target language to reinforce academic knowledge. | <p>SE/Learning Site: p. 7, Unité 1, Act. 1; p. 56, Unité 1, Act. 48.1; p. 67, Unité 2, Act. 1; p. 77, Unité 2, Act. 9.1; p. 78, Unité 1, Act. 10.1; p. 84, Unité 2, Act. 14.3; p. 94, Unité 2, Act. 23.2; p. 98, Unité 2, Act. 27; p. 103, Unité 2, Act. 31.1; p. 108, Unité 2, Act. 35.1; p. 111, Unité 2, Act. 37.1; p. 120, Unité 2, Act. 46.1; p. 116, Unité 2, Act. 42.1; p. 133, Unité 3, Act. 4; p. 136, Unité 3, Act. 7.2; p. 141, Unité 3, Act. 9.2; p. 143, Unité 3, Act. 10.4; p. 152, Unité 3, Act. 17; p. 153, Unité 3, Act. 18.1; p. 159, Unité 3, Act. 22.1; p. 159, Unité 3, Act. 22.2; p. 160, Unité 3, Act. 23; p. 161, Unité 3, Act. 25.1; p. 161, Unité 3, Act. 25.2; p. 168, Unité 3, Act. 32; p. 173, Unité 3, Act. 37.1; p. 180, Unité 3, Act. 44.1; p. 181, Unité 3, Act. 44.3; p. 181, Unité 3, Act. 46; p. 191, Unité 4, Act. 1; p. 352, Unité 6, Act. 35.2</p> <p>Assessment Formative (J'avance) SE/Learning Site: p. 105, Unité 2, Act. 33.1; p. 119, Unité 2, Act. 45.1; p. 155, Unité 3, Act. 19.2; p. 155, Unité 3, Act. 19.3; p. 178, Unité 3, Act. 43.1; p. 178, Unité 3, Act. 43.2</p> <p>Assessment Summative (J'avance) SE/Learning Site: p. 126, Unité 2, Interpretive Assessment; p. 187, Unité 3, Presentational Assessment</p> |
| WL.K12.IH.7.2 | Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines. | <p>SE/Learning Site: p. 56, Unité 1, Act. 48.1; p. 57, Unité 1, 49.1; p. 68, Unité 2, Act. 2; p. 69, Unité 2, Act. 3; p. 71, Unité 2, Act. 6.3; p. 77, Unité 2, Act. 9.1; p. 78, Unité 1, Act. 10.1; p. 83, Unité 2, Act. 14.1; p. 84, Unité 2, Act. 14.3; p. 96, Unité 2, Act. 26; p. 103, Unité 2, Act. 31.1; p. 111, Unité 2, Act. 37.1; p. 120, Unité 2, Act. 46.1; p. 116, Unité 2, Act. 42.1; p. 141, Unité 3, Act. 9.2; p. 143, Unité 3, Act. 10.4; p. 152, Unité 3, Act. 17; p. 155, Unité 3, Act. 19.2; p. 160, Unité 3, Act. 23; p. 161, Unité 3, Act. 25.1; p. 161, Unité 3, Act. 25.2; p. 168, Unité 3, Act. 32; p. 173, Unité 3, Act. 38; p. 180, Unité 3, Act. 44.1; p. 181, Unité 3, Act. 44.3; p. 181, Unité 3, Act. 46; p. 191, Unité 4, Act. 1; p. 352, Unité 6, Act. 35.2</p> <p>Formative Assessment (J'avance) SE/Learning Site: p. 119, Unité 2, Act. 45.1; p. 155, Unité 3, Act. 19.3; p. 165, Unité 3, Act. 30.1</p> <p>Assessment Summative (J'avance) SE/Learning Site: p. 126, Unité 2, Interpretive Assessment</p> |
| Standard: Comparisons | | |
| <i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i> | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| WL.K12.NM.8.1 | Compare similarities and differences between the target language and own language. | <p>SE/Learning Site: p. 15, Unité 1, Act. 11.1; p. 21, Unité 1, Act. 15; p. 23, Unité 1, Act. 17; p. 87, Unité 2, Act. 17; p. 102, Unité 2, Act. 30; p. 111, Unité 2, Act. 37.1; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35</p> |
| WL.K12.IH.8.2 | Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. | <p>SE/Learning Site: p. 21, Unité 1, Act. 15; p. 23, Unité 1, Act. 17; p. 87, Unité 2, Act. 17; p. 102, Unité 2, Act. 30; p. 111, Unité 2, Act. 37.1; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35</p> |

Florida Correlations

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| <p>WL.K12.IH.8.3</p> | <p>Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.</p> | <p>SE/Learning Site: p. 8, Unité 1, Act. 2.2; p. 15, Unité 1, Act. 11.1; p. 15, Unité 1, Act. 11.2; p. 33, Unité 1, Act. 25.2; p. 35, Unité 1, Act. 27.1; p. 35, Unité 1, Act. 27.2; p. 36, Unité 1, Act. 29.2; p. 56, Unité 1, Act. 48.2; p. 78, Unité 2, Act. 11; p. 79, Unité 2, Act. 12.1; p. 84, Unité 2, Act. 14.3; p. 133, Unité 3, Act. 3.1; p. 173, Unité 3, Act. 37.1; p. 173, Unité 3, Act. 37.2; p. 173, Unité 3, Act. 38; p. 180, Unité 3, Act. 44.2; p. 181, Unité 3, Act. 44.3</p> <p>Assessment Summative (J’y arrive), SE/Learning Site: p. 63, Unité 1, Presentational Assessment</p> |
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Standard: Communities

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

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| <p>WL.K12.IH.9.1</p> | <p>Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.</p> | <p>SE/Learning Site: p. 57, Unité 2, Act. 49.1; p. 57, Unité 2, Act. 49.2; p. 72, Unité 2, Act. 7.2; p. 76, Unité 2, Act. 8.3; p. 78, Unité 2, Act. 11; p. 80, Unité 2, Act. 12.2; p. 80, Unité 2, Act. 12.3; p. 94, Unité 2, Act. 24; p. 96, Unité 2, Act. 26; p. 101, Unité 2, Act. 29.2; p. 104, Unité 2, Act. 32; p. 121, Unité 2, Act. 47.1; p. 121, Unité 2, Act. 47.2; p. 136, Unité 3, Act. 7.2; p. 145, Unité 3, Act. 11.2; p. 172, Unité 3, Act. 36; p. 181, Unité 3, Act. 45.1</p> <p>Assessment Formative (J’avance), SE/Learning Site: p. 90, Unité 2, Act. 22.2; p. 90, Unité 2, Act. 22.3; p. 119, Unité 2, Act. 45.3; p. 178, Unité 3, Act. 43.1</p> <p>Assessment Summative (J’avance) SE/Learning Site: p. 127, Unité 2, Interpersonal Assessment</p> |
| <p>WL.K12.IH.9.2</p> | <p>Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).</p> | <p>SE/Learning Site: p. 57, Unité 2, Act. 49.1; p. 57, Unité 2, Act. 49.2; p. 69, Unité 2, Act. 3; p. 72, Unité 2, Act. 7.2; p. 76, Unité 2, Act. 8.3; p. 78, Unité 2, Act. 11; p. 81, Unité 2, Act. 13; p. 94, Unité 2, Act. 24; p. 96, Unité 2, Act. 26; p. 104, Unité 2, Act. 32; p. 121, Unité 2, Act. 47.1; p. 121, Unité 2, Act. 47.2; p. 145, Unité 3, Act. 11.2; p. 170, Unité 3, Act. 34.1; p. 170, Unité 3, Act. 34.2; p. 181, Unité 3, Act. 45.1</p> <p>Formative Assessment (J’avance) SE/Learning Site: p. 119, Unité 2, Act. 45.3; p. 178, Unité 3, Act. 43.1; p. 178, Unité 3, Act. 43.2</p> <p>Assessment Summative (J’avance) SE/Learning Site: p. 127, Unité 2, Interpersonal Assessment</p> |

Florida Correlations

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

Strand: Mathematical Thinking and Reasoning

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

Clarifications

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

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
|----------------|--|--|
| MA.K12.MTR.1.1 | <p>Actively participate in effortful learning both individually and collectively.</p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. | <p>SE/Learning Site: p. 23, Unité 1, Act. 17; p. 37, Unité 1, Act. 30; p. 87, Unité 2, Act. 17; p. 102, Unité 2, Act. 30; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35; p. 205, Unité 4, Act. 15; p. 220, Unité 4, Act. 28</p> |

Standard 2: Demonstrate understanding by representing problems in multiple ways.

Clarifications

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
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| MA.K12.MTR.2.1 | <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. | <p>SE/Learning Site: p. 23, Unité 1, Act. 17; p. 37, Unité 1, Act. 30; p. 52, Unité 1, Act. 43; p. 87, Unité 2, Act. 17; p. 102, Unité 2, Act. 30; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35; p. 205, Unité 4, Act. 15; p. 220, Unité 4, Act. 28; p. 237, Unité 4, Act. 39; p. 270, Unité 5, Act. 15; p. 284, Unité 5, Act. 27; p. 296, Unité 5, Act. 37; p. 328, Unité 6, Act. 14; p. 340, Unité 6, Act. 25; p. 355, Unité 6, Act. 37</p> |
| <p>Standard 3: Complete tasks with mathematical fluency.</p> | | |
| <p>Clarifications Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| MA.K12.MTR.3.1 | <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. | <p>SE/Learning Site: p. 39, Unité 1, Act. 31.2; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35; p. 205, Unité 4, Act. 15; p. 220, Unité 4, Act. 28</p> |

Florida Correlations

| Standard 4: Engage in discussions that reflect on the mathematical thinking of self and others. | | |
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| <p>Clarifications Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students’ ability to justify methods and compare their responses to the responses of their peers. | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| MA.K12.MTR.4.1 | <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. | <p>SE/Learning Site: p. 23, Unité 1, Act. 17; p. 37, Unité 1, Act. 30; p. 87, Unité 2, Act. 17; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35; p. 205, Unité 4, Act. 15; p. 220, Unité 4, Act. 28</p> |
| Standard 5: Use patterns and structure to help understand and connect mathematical concepts. | | |
| <p>Clarifications Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking. | | |

Florida Correlations

| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
|---|---|---|
| MA.K12.MTR.5.1 | <p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. | <p>SE/Learning Site: p. 23, Unité 1, Act. 17; p. 37, Unité 1, Act. 30; p. 37, Unité 1, Act. 30; p. 38, Unité 1, Act. 31.1; p. 39, Unité 1, Act. 31.2; p. 87, Unité 2, Act. 17; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35; p. 205, Unité 4, Act. 15; p. 220, Unité 4, Act. 28</p> |
| <p>Standard 6: Assess the reasonableness of solutions.</p> | | |
| <p>Clarifications Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, “Does this solution make sense? How do you know?” • Reinforce that students check their work as they progress within and after a task. • Strengthen students’ ability to verify solutions through justifications. | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| MA.K12.MTR.6.1 | <p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. | <p>SE/Learning Site: p. 23, Unité 1, Act. 17; p. 37, Unité 1, Act. 30; p. 87, Unité 2, Act. 17; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35; p. 205, Unité 4, Act. 15; p. 220, Unité 4, Act. 28</p> |

Florida Correlations

| Standard 7: Apply mathematics to real-world contexts. | | |
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| <p>Clarifications Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines. | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| MA.K12.MTR.7.1 | Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. | <p>SE/Learning Site: p. 87, Unité 2, Act. 17; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35; p. 205, Unité 4, Act. 15; p. 220, Unité 4, Act. 28</p> |

Florida Correlations

Subject Area: English Language Arts (B.E.S.T.)

Strand: Expectations

Expectation: Cite evidence to explain and justify reasoning.

Clarifications

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
|----------------|---|--|
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning. | <p>SE/Learning Site: p. 194, Unité 4, Act. 5.1; p. 199, Unité 4, Act. 8; p. 200, Unité 4, Act. 10; p. 203, Unité 4, Act. 14.1; p. 204, Unité 4, Act. 14.2; p. 211, Unité 4, Act. 21.1; p. 212, Unité 4, Act. 22.1; p. 216, Unité 4, Act. 24.1; p. 218, Unité 4, Act. 26.1; p. 220, Unité 4, Act. 28; p. 223, Unité 4, Act. 31; p. 224, Unité 4, Act. 32.1; p. 229, Unité 4, Act. 34.1; p. 232, Unité 4, Act. 35.2; p. 233, Unité 4, Act. 36; p. 235, Unité 4, Act. 37.1; p. 238, Unité 4, Act. 40; p. 241, Unité 4, Act. 44.1; p. 244, Unité 4, Act. 46.1; p. 259, Unité 5, Act. 5; p. 273, Unité 5, Act. 18.1; p. 277, Unité 5, Act. 20.1; p. 277, Unité 5, Act. 20.2; p. 278, Unité 5, Act. 22.1; p. 287, Unité 5, Act. 30.1; p. 289, Unité 5, Act. 31.1; p. 292, Unité 5, Act. 34.1; p. 294, Unité 5, Act. 35.1; p. 296, Unité 5, Act. 37; p. 297, Unité 5, Act. 38; p. 300, Unité 5, Act. 41; p. 302, Unité 5, Act. 43.1; p. 316, Unité 6, Act. 5.1; p. 325, Unité 6, Act. 10.1; p. 326, Unité 6, Act. 11.1; p. 327, Unité 6, Act. 13; p. 329, Unité 6, Act. 15; p. 330, Unité 6, Act. 17.1; p. 331, Unité 6, Act. 19; p. 335, Unité 6, Act. 21.1</p> <p>Assessment Formative (J’avance) SE/Learning Site: p. 209, Unité 4, Act. 20.1; p. 227, Unité 4, Act. 33.1; p. 331, Unité 6, Act. 18.1</p> <p>Assessment Summative (J’y arrive), SE/Learning Site: p. 250, Unité 4, Interpretive Assessment; p. 308, Unité 5, Interpretive Assessment</p> |

Expectation: Read and comprehend grade-level complex texts proficiently.

Clarifications

See Text Complexity for grade-level complexity bands and a text complexity rubric. <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf>

| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
|----------------|---|--|
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently. | <p>SE/Learning Site: p. 36, Unité 1, Act. 29.1; p. 68, Unité 2, Act. 2; p. 175, Unité 3, Act. 40.1; p. 207, Unité 4, Act. 17.1; p. 223, Unité 4, Act. 31; p. 324, Unité 6, Act. 10.1; p. 343, Unité 6, Act. 29.1</p> |

Florida Correlations

| Expectation: Make inferences to support comprehension. | | |
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| Clarifications | | |
| Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| ELA.K12.EE.3.1 | Make inferences to support comprehension. | <p>SE/Learning Site: p. 194, Unité 4, Act. 5.1; p. 199, Unité 4, Act. 8; p. 200, Unité 4, Act. 10; p. 203, Unité 4, Act. 14.1; p. 204, Unité 4, Act. 14.2; p. 211, Unité 4, Act. 21.1; p. 212, Unité 4, Act. 22.1; p. 216, Unité 4, Act. 24.1; p. 218, Unité 4, Act. 26.1; p. 220, Unité 4, Act. 28; p. 223, Unité 4, Act. 31; p. 224, Unité 4, Act. 32.1; p. 229, Unité 4, Act. 34.1; p. 232, Unité 4, Act. 35.2; p. 233, Unité 4, Act. 36; p. 235, Unité 4, Act. 37.1; p. 238, Unité 4, Act. 40; p. 241, Unité 4, Act. 44.1; p. 244, Unité 4, Act. 46.1; p. 259, Unité 5, Act. 5; p. 273, Unité 5, Act. 18.1; p. 277, Unité 5, Act. 20.1; p. 277, Unité 5, Act. 20.2; p. 278, Unité 5, Act. 22.1; p. 287, Unité 5, Act. 30.1; p. 289, Unité 5, Act. 31.1; p. 292, Unité 5, Act. 34.1; p. 294, Unité 5, Act. 35.1; p. 296, Unité 5, Act. 37; p. 297, Unité 5, Act. 38; p. 300, Unité 5, Act. 41; p. 302, Unité 5, Act. 43.1; p. 316, Unité 6, Act. 5.1; p. 325, Unité 6, Act. 10.1; p. 326, Unité 6, Act. 11.1; p. 327, Unité 6, Act. 13; p. 329, Unité 6, Act. 15; p. 330, Unité 6, Act. 17.1; p. 331, Unité 6, Act. 19; p. 335, Unité 6, Act. 21.1</p> <p>Assessment Formative (J’avance) SE/Learning Site: p. 209, Unité 4, Act. 20.1; p. 227, Unité 4, Act. 33.1; p. 331, Unité 6, Act. 18.1</p> <p>Assessment Summative (J’y arrive), SE/Learning Site: p. 250, Unité 4, Interpretive Assessment; p. 308, Unité 5, Interpretive Assessment</p> |
| Expectation: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | | |
| Clarifications | | |
| <ul style="list-style-type: none"> • In kindergarten, students learn to listen to one another respectfully. • In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. • In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | <p>SE/Learning Site: p. 29, Unité 1, Act. 22.2; p. 30, Unité 1, Act. 23.2; p. 30, Unité 1, Act. 23.2; p. 49, Unité 1, Act. 39; p. 78, Unité 1, Act. 10.2; p. 84, Unité 2, Act. 14.3; p. 86, Unité 2, Act. 16.2; p. 89, Unité 2, Act. 21; p. 114, Unité 2, Act. 40.2; p. 117, Unité 2, Act. 43; p. 136, Unité 3, Act. 7.2; p. 145, Unité 3, Act. 11.2; p. 153, Unité 3, Act. 18.3; p. 164, Unité 3, Act. 29</p> <p>Assessment Formative (J’avance) SE/Learning Site: p. 55, Unité 1, Act. 47.2; p. 105, Unité 2, Act. 33.2; p. 155, Unité 3, Act. 19.3; p. 165, Unité 3, Act. 30.2</p> <p>Assessment Summative (J’y arrive) SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 127, Unité 2, Interpersonal Assessment; p. 187, Unité 3, Interpersonal Assessment</p> |

Florida Correlations

| Expectation: Use the accepted rules governing a specific format to create quality work. | | |
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| Clarifications Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work. | SE/Learning Site: p. 196, Unité 4, Act. 6.3; p. 245, Unité 4, Act. 47.1; p. 271, Unité 5, Act. 16.1; p. 272, Unité 5, Act. 17.1; p. 293, Unité 5, Act. 34.2; p. 330, Unité 6, Act. 17.2; p. 336, Unité 6, Act. 22.1; p. 342, Unité 6, Act. 28.2; p. 349, Unité 6, Act. 33 Formative Assessment (J'avance) SE/Learning Site: p. 209, Unité 4, Act. 20.3; p. 243, Unité 4, Act. 45.2; p. 287, Unité 5, Act. 30.3; p. 331, Unité 6, Act. 18.3 |
| Expectation: Use appropriate voice and tone when speaking or writing. | | |
| Clarifications In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. | SE/Learning Site: p. 34, Unité 1, Act. 25.3; p. 50, Unité 1, Act. 40.1; p. 56, Unité 1, Act. 48.1; p. 71, Unité 2, Act. 6.2; p. 76, Unité 2, Act. 8.3; p. 77, Unité 2, Act. 9.2; p. 85, Unité 2, Act. 14.4; p. 86, Unité 2, Act. 16.3; p. 96, Unité 2, Act. 26; p. 120, Unité 2, Act. 46.2; p. 113, Unité 2, Act. 39.1; p. 118, Unité 2, Act. 44; p. 152, Unité 3, Act. 17; p. 170, Unité 3, Act. 34.2 Formative Assessment (J'avance) SE/Learning Site: p. 119, Unité 2, Act. 45.2; p. 155, Unité 3, Act. 19.2; p. 165, Unité 3, Act. 30.3 Assessment Summative (J'y arrive) SE/Learning Site: p. 187, Unité 3, Presentational Assessment |

Florida Correlations

| Subject Area: English Language Development Grade: K12 Body Of Knowledge: English Language Development for English Language Learners | | |
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| Cluster: Language of Social and instructional Purposes | | |
| Benchmark Code | Benchmark | Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. | <p>SE/Learning Site: p. 23, Unité 1, Act. 17; p. 25, Unité 1, Act. 19.2; p. 37, Unité 1, Act. 30; p. 52, Unité 1, Act. 43; p. 68, Unité 2, Act. 2; p. 87, Unité 2, Act. 17; p. 102, Unité 2, Act. 30; p. 115, Unité 2, Act. 41; p. 149, Unité 3, Act. 15; p. 163, Unité 3, Act. 26; p. 172, Unité 3, Act. 35; p. 207, Unité 4, Act. 17.1; p. 208, Unité 4, Act. 17.2; p. 220, Unité 4, Act. 28; p. 223, Unité 4, Act. 31; p. 237, Unité 4, Act. 39; p. 269, Unité 5, Act. 14; p. 270, Unité 5, Act. 15; p. 284, Unité 5, Act. 27; p. 343, Unité 6, Act. 29.1; p. 344, Unité 6, Act. 29.2; p. 355, Unité 6, Act. 37</p> <p>TE/Learning Site: p. 6, Unité 1, Scaffold; p. 10, Unité 1, Scaffold; p. 21, Unité 1, Language; p. 23, Unité 1, Language; p. 25, Unité 1, Scaffold; p. 34, Unité 1, Scaffold; p. 78, Unité 2, Scaffold; p. 94, Unité 2, Spanish Language Connections; p. 106, Unité 2, Scaffold; p. 111, Unité 2, Language; p. 111, Unité 2, Spanish Language Connections; p. 138, Unité 3, Scaffold; p. 162, Unité 3, Spanish Language Connections; p. 172, Unité 3, Scaffold; p. 182, Unité 3, Spanish Language Connections; p. 199, Unité 4, Scaffold; p. 210, Unité 4, Spanish Language Connections; p. 220, Unité 4, Spanish Language Connections; p. 232, Unité 4, Scaffold; p. 236, Unité 4, Spanish Language Connections; p. 276, Unité 5, Scaffold; p. 284, Unité 5, Spanish Language Connections; p. 294, Unité 5, Spanish Language Connections; p. 297, Unité 5, Spanish Language Connections; p. 299, Unité 5, Scaffold; p. 302, Unité 5, Scaffold; p. 324, Unité 6, Scaffold; p. 328, Unité 6, Spanish Language Connections; p. 330, Unité 6, Scaffold; p. 355, Unité 6, Spanish Language Connections</p> |