

Florida Correlations

Standard: Interpretive Listening		
<i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.1.4	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.	<p>SE/Learning Site: p. 19, Unité 1, Act. 10.1; p. 26, Unité 1, Act. 16.1; p. 25, Unité 1, Act. 15.1; p. 32, Unité 1, Act. 19.1; p. 45, Unité 1, Act. 30.1; p. 49, Unité 1, Act. 34.1; p. 69, Unité 2, Act. 2.1; p. 74, Unité 2, Act. 7.1; p. 75, Unité 2, Act. 8.1; p. 90, Unité 2, Act. 20.1; p. 90, Unité 2, Act. 20.2; p. 102, Unité 2, Act. 30.1; p. 112, Unité 2, Act. 38.1; p. 137, Unité 3, Act. 10.1; p. 171, Unité 3, Act. 31.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.1; p. 43, Unité 1, Act. 29.1; p. 97, Unité 2, Act. 26.1</p> <p>Assessment Summative, SE/Learning Site: p. 190, Unité 3, Interpretive Assessment</p> <p>Assessment Summative, Midterm Exam: Interpretive Assessment, Option A</p>
WL.K12.AL.1.5	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.	<p>SE/Learning Site: p. 19, Unité 1, Act. 10.1; p. 26, Unité 1, Act. 16.1; p. 32, Unité 1, Act. 19.1; p. 45, Unité 1, Act. 30.1; p. 36, Unité 1, Act. 22.2; p. 57, Unité 1, Act. 41.3; p. 69, Unité 2, Act. 2.1; p. 74, Unité 2, Act. 7.1; p. 75, Unité 2, Act. 8.1; p. 90, Unité 2, Act. 20.1; p. 90, Unité 2, Act. 20.2; p. 102, Unité 2, Act. 30.1; p. 112, Unité 2, Act. 38.1; p. 171, Unité 3, Act. 31.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.1; p. 43, Unité 1, Act. 29.1; p. 97, Unité 2, Act. 26.1</p> <p>Assessment Summative, SE/Learning Site: p. 190, Unité 3, Interpretive Assessment</p> <p>Assessment Summative, Midterm Exam: Interpretive Assessment, Option A</p>
WL.K12.AL.1.6	Follow technical instructions for familiar products and services.	<p>SE/Learning Site: p. 45, Unité 1, Act. 30.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 97, Unité 2, Act. 26.2</p> <p>Assessment Summative, SE/Learning Site: p. 190, Unité 3, Interpretive Assessment</p>

Florida Correlations

Standard: Interpretative Reading		
<i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.2.3	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.	<p>SE/Learning Site: p. 41, Unité 1, Act. 25; p. 42, Unité 1, Act. 28.2; p. 48, Unité 1, Act. 32.1; p. 49, Unité 1, Act. 34.2; p. 54, Unité 1, Act. 37.2; p. 56, Unité 1, Act. 39.2; p. 69, Unité 2, Act. 2.3; p. 73, Unité 2, Act. 6.1; p. 76, Unité 2, Act. 9.1; p. 78, Unité 2, Act. 11.1; p. 82, Unité 2, Act. 14.1; p. 87, Unité 2, Act. 17.1; p. 88, Unité 2, Act. 18.1; p. 93, Unité 2, Act. 22.1; p. 101, Unité 2, Act. 29; p.123, Unité 3, Act. 1.1; p. 106, Unité 2, Act. 33.1; p. 125, Unité 3, Act. 2.1; p. 129, Unité 3, Act. 6.2; p. 132, Unité 3, Act. 8.1; p. 135, Unité 3, Act. 9.1; p. 140, Unité 3, Act. 12; p. 144, Unité 3, Act. 14.1; p. 153, Unité 3, Act. 19.2; p. 154, Unité 3, Act. 20.1; p. 157, Unité 3, Act. 21.2; p. 160, Unité 3, Act. 23; p. 168, Unité 3, Act. 29; p. 170, Unité 3, Act. 30.1; p. 177, Unité 3, Act. 36.1; p. 179, Unité 3, Act. 37.1; p. 181, Unité 3, Act. 38.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.1; p. 55, Unité 1, Act. 38.1; p. 55, Unité 1, Act. 38.2; p. 85, Unité 2, Act. 16.1; p. 165, Unité 3, Act. 28.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpretive Assessment; p. 118, Unité 2, Interpretive Assessment</p> <p>Assessment Summative, Midterm Exam: Interpretive Assessment, Option B</p>
WL.K12.AL.2.4	Demonstrate understanding of main idea and supporting details from different types of texts that contain high-frequency idioms.	<p>SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 11, Unité 1, Act. 5; p. 14, Unité 1, Act. 7.1; p. 16, Unité 1, Act. 7.2; p. 21, Unité 1, Act. 12.1; p. 25, Unité 1, Act. 15.1; p. 31, Unité 1, Act. 18.1; p. 34, Unité 1, Act. 21.1; p. 35, Unité 1, Act. 21.2; p. 37, Unité 1, Act. 23.1; p. 41, Unité 1, Act. 26; p. 48, Unité 1, Act. 32.1; p. 49, Unité 1, Act. 34.1; p. 50, Unité 1, Act. 35; p. 51, Unité 1, Act. 36; p. 71, Unité 2, Act. 5; p. 76, Unité 2, Act. 9.1; p. 78, Unité 2, Act. 11.1; p. 87, Unité 2, Act. 17.1; p. 88, Unité 2, Act. 18.1; p. 92, Unité 2, Act. 21.2; p. 93, Unité 2, Act. 22.1; p. 99, Unité 2, Act. 27.1; p. 101, Unité 2, Act. 29; p. 113, Unité 2, Act. 40.1; p. 127, Unité 3, Act. 5; p. 132, Unité 3, Act. 8.1; p. 135, Unité 3, Act. 9.1; p. 141, Unité 3, Act. 13.1; p. 144, Unité 3, Act. 14.1; p. 153, Unité 3, Act. 19.2; p. 154, Unité 3, Act. 20.1; p. 157, Unité 3, Act. 21.2; p. 168, Unité 3, Act. 29; p. 170, Unité 3, Act. 30.1; p. 177, Unité 3, Act. 36.1; p. 179, Unité 3, Act. 37.1; p. 181, Unité 3, Act. 38.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 55, Unité 1, Act. 38.1; p. 85, Unité 2, Act. 16.1; p. 147, Unité 3, Act. 17.1; p. 165, Unité 3, Act. 28.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpretive Assessment</p>

Florida Correlations

Standard: Interpersonal Communication		
<i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.3.5	Maintain a conversation even when unpredictable situations arise in a familiar context.	<p>SE/Learning Site: p. 28, Unité 1, Act. 17.2; p. 42, Unité 1, Act. 28.2; p. 49, Unité 1, Act. 34.2; p. 54, Unité 1, Act. 37.2; p. 56, Unité 1, Act. 39.2; p. 57, Unité 1, Act. 42; p. 69, Unité 2, Act. 2.3; p. 73, Unité 2, Act. 6.1; p. 74, Unité 2, Act. 7.2; p. 89, Unité 2, Act. 18.2; p. 84, Unité 2, Act. 15.2; p. 93, Unité 2, Act. 21.3; p. 94, Unité 2, Act. 22.2; p. 99, Unité 2, Act. 27.2; p. 100, Unité 2, Act. 28; p. 102, Unité 2, Act. 30.2; p. 105, Unité 2, Act. 31.3; p. 106, Unité 2, Act. 33.2; p. 109, Unité 2, Act. 35.3; p. 112, Unité 2, Act. 38.3; p. 129, Unité 3, Act. 6.2; p. 133, Unité 3, Act. 8.3; p. 139, Unité 3, Act. 11.2; p. 150, Unité 3, Act. 18.2; p. 157, Unité 3, Act. 21.3; p. 159, Unité 3, Act. 22.2; p. 164, Unité 3, Act. 27; p. 173, Unité 3, Act. 33.1; p. 175, Unité 3, Act. 34; p. 180, Unité 3, Act. 37.2; p. 185, Unité 3, Act. 42</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 55, Unité 1, Act. 38.2; p. 85, Unité 2, Act. 16.2; p. 97, Unité 2, Act. 26.2; p. 165, Unité 3, Act. 28.3; p. 183, Unité 3, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 190, Unité 3, Interpersonal Assessment</p> <p>Assessment Summative, Midterm Exam: Interpersonal Assessment, Option A</p> <p>Nualang (Learning Site): Unité 1, Communiquons 1, Roleplay (Parler du conte qu'on a lu); Unité 3, Communiquons 1, Roleplay (Parler des innovations technologiques); Unité 3, Communiquons 1, Chatbot (Des innovations intéressantes)</p>
WL.K12.AL.3.6	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.	<p>SE/Learning Site: p. 23, Unité 1, Act. 13; p. 26, Unité 1, Act. 15.2; p. 32, Unité 1, Act. 19.1; p. 42, Unité 1, Act. 28.2; p. 49, Unité 1, Act. 34.2; p. 69, Unité 2, Act. 2.3; p. 73, Unité 2, Act. 6.1; p. 89, Unité 2, Act. 18.2; p. 93, Unité 2, Act. 21.3; p. 99, Unité 2, Act. 27.2; p. 105, Unité 2, Act. 31.3; p. 109, Unité 2, Act. 35.3; p. 112, Unité 2, Act. 38.3; p. 133, Unité 3, Act. 8.3; p. 150, Unité 3, Act. 18.2; p. 157, Unité 3, Act. 21.3; p. 173, Unité 3, Act. 33.1; p. 180, Unité 3, Act. 37.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 55, Unité 1, Act. 38.2; p. 85, Unité 2, Act. 16.2; p. 97, Unité 2, Act. 26.2; p. 165, Unité 3, Act. 28.3; p. 183, Unité 3, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 190, Unité 3, Interpersonal Assessment</p> <p>Assessment Summative, Midterm Exam: Interpersonal Assessment, Option A</p> <p>Nualang (Learning Site): Unité 2, Communiquons 1, Roleplays (Parler de la diversité culturelle); Unité 2, Communiquons 1, Chatbot (La diversité culturelle)</p>

Florida Correlations

<p>WL.K12.AL.3.7</p>	<p>Incorporate formal and informal language and the appropriate register in a conversation.</p>	<p>SE/Learning Site: p. 26, Unité 1, Act. 15.2; p. 32, Unité 1, Act. 19.1; p. 39, Unité 1, Act. 24.2; p. 42, Unité 1, Act. 28.2; p. 69, Unité 2, Act. 2.3; p. 73, Unité 2, Act. 6.1; p. 89, Unité 2, Act. 18.2; p. 99, Unité 2, Act. 27.2; p. 105, Unité 2, Act. 31.3; p. 109, Unité 2, Act. 35.3; p. 112, Unité 2, Act. 38.3; p. 150, Unité 3, Act. 18.2; p. 157, Unité 3, Act. 21.3; p. 173, Unité 3, Act. 33.1; p. 180, Unité 3, Act. 37.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 55, Unité 1, Act. 38.2; p. 85, Unité 2, Act. 16.2; p. 97, Unité 2, Act. 26.2; p. 165, Unité 3, Act. 28.3; p. 183, Unité 3, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 190, Unité 3, Interpersonal Assessment</p> <p>Assessment Summative, Midterm Exam: Interpersonal Assessment, Option A; Interpersonal Assessment, Option B</p> <p>Nualang (Learning Site): Unité 2, Communiquons 3, Roleplay (Faire des commentaires); Unité 2, Communiquons 3, Chatbot (Tes commentaires sur la présentation de Chantal)</p>
<p>WL.K12.AL.3.8</p>	<p>Collaborate to develop and propose solutions to problems.</p>	<p>SE/Learning Site: p. 49, Unité 1, Act. 34.2; p. 73, Unité 2, Act. 6.1; p. 89, Unité 2, Act. 18.2; p. 93, Unité 2, Act. 21.3; p. 150, Unité 3, Act. 18.2; p. 157, Unité 3, Act. 21.3; p. 173, Unité 3, Act. 33.1; p. 180, Unité 3, Act. 37.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 97, Unité 2, Act. 26.2; p. 165, Unité 3, Act. 28.3; p. 183, Unité 3, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 190, Unité 3, Interpersonal Assessment</p> <p>Assessment Summative, Midterm Exam: Interpersonal Assessment, Option A</p> <p>Nualang (Learning Site): Unité 2, Communiquons 2, Roleplay (Parler de son nouveau pays); Unité 2, Communiquons 2, Chatbot (Une nouvelle vie au Québec)</p>

Florida Correlations

Standard: Presentational Speaking		
<i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.4.4	Communicate ideas on a variety of topics with accuracy, clarity, and precision.	<p>SE/Learning Site: p. 13, Unité 1, Act. 6.1; p. 18, Unité 1, Act. 9.2; p. 19, Unité 1, Act. 10.2; p. 20, Unité 1, Act. 11.2; p. 23, Unité 1, Act. 12.2; p. 31, Unité 1, Act. 18.2; p. 33, Unité 1, Act. 19.2; p. 33, Unité 1, Act. 20; p. 36, Unité 1, Act. 21.3; p. 36, Unité 1, Act. 22.1; p. 42, Unité 1, Act. 27; p. 48, Unité 1, Act. 32.2; p. 56, Unité 1, Act. 40; p. 77, Unité 2, Act. 9.2; p. 87, Unité 2, Act. 17.2; p. 112, Unité 2, Act. 38.2; p. 113, Unité 2, Act. 40.3; p. 125, Unité 3, Act. 2.2; p. 126, Unité 3, Act. 4; p. 144, Unité 3, Act. 14.2; p. 159, Unité 3, Act. 22.2; p. 170, Unité 3, Act. 30.2; p. 175, Unité 3, Act. 33.3; p. 178, Unité 3, Act. 36.2; p. 240, Unité 4, Act. 31.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 165, Unité 3, Act. 28.2; p. 183, Unité 3, Act. 39.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 313, Unité 5, Presentational Assessment</p> <p>Assessment Summative, Midterm Exam: Presentational Assessment, Option A</p>
WL.K12.AL.4.5	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.	<p>SE/Learning Site: p. 13, Unité 1, Act. 6.1; p. 20, Unité 1, Act. 11.2; p. 36, Unité 1, Act. 21.3; p. 36, Unité 1, Act. 22.1; p. 42, Unité 1, Act. 27; p. 57, Unité 1, Act. 41.2; p. 77, Unité 2, Act. 10; p. 112, Unité 2, Act. 38.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 165, Unité 3, Act. 28.2; p. 183, Unité 3, Act. 39.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Presentational Assessment</p> <p>Assessment Summative, Midterm Exam: Presentational Assessment, Option A</p>
WL.K12.AL.4.6	Provide information on academic and job related topics with clarity and detail.	<p>SE/Learning Site: p. 42, Unité 1, Act. 27; p. 87, Unité 2, Act. 17.2; p. 159, Unité 3, Act. 22.2; p. 170, Unité 3, Act. 30.2; p. 175, Unité 3, Act. 33.3; p. 178, Unité 3, Act. 36.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 165, Unité 3, Act. 28.2; p. 183, Unité 3, Act. 39.1</p> <p>Assessment Summative, Midterm Exam: Presentational Assessment, Option A</p>

Florida Correlations

Standard: Presentational Writing		
<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.5.5	Write using different time frames and appropriate mood.	<p>SE/Learning Site: p. 9, Unité 1, Act. 2.2; p. 10, Unité 1, Act. 4; p. 13, Unité 1, Act. 6.2; p. 20, Unité 1, Act. 11.1; p. 27, Unité 1, Act. 16.2; p. 45, Unité 1, Act. 30.2; p. 46, Unité 1, Act. 31.2; p. 56, Unité 1, Act. 39.1; p. 73, Unité 2, Act. 6.2; p. 74, Unité 2, Act. 7.3; p. 75, Unité 2, Act. 8.2; p. 89, Unité 2, Act. 18.3; p. 136, Unité 3, Act. 9.2; p. 142, Unité 3, Act. 13.2; p. 161, Unité 3, Act. 24; p. 164, Unité 3, Act. 26.2; p. 184, Unité 3, Act. 40.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.3; p. 97, Unité 2, Act. 26.3; p. 111, Unité 2, Act. 37.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 191, Unité 3, Presentational Assessment</p> <p>Assessment Summative, Midterm Exam: Presentational Assessment, Option B</p>
WL.K12.AL.5.6	Write using style, language, and tone appropriate to the audience and purpose of the presentation.	<p>SE/Learning Site: p. 13, Unité 1, Act. 6.2; p. 20, Unité 1, Act. 11.1; p. 27, Unité 1, Act. 16.2; p. 45, Unité 1, Act. 30.2; p. 56, Unité 1, Act. 39.1; p. 69, Unité 2, Act. 2.2; p. 73, Unité 2, Act. 6.2; p. 74, Unité 2, Act. 7.3; p. 75, Unité 2, Act. 8.2; p. 79, Unité 2, Act. 11.2; p. 81, Unité 2, Act. 13.1; p. 85, Unité 2, Act. 16.3; p. 83, Unité 2, Act. 14.2; p. 89, Unité 2, Act. 18.3; p. 104, Unité 2, Act. 31.2; p. 113, Unité 2, Act. 39; p. 113, Unité 2, Act. 40.2; p.123, Unité 3, Act. 1.2; p. 133, Unité 3, Act. 8.2; p. 136, Unité 3, Act. 9.2; p. 142, Unité 3, Act. 13.2; p. 150, Unité 3, Act. 18.3; p. 184, Unité 3, Act. 40.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.3; p. 43, Unité 1, Act. 29.2; p. 97, Unité 2, Act. 26.3; p. 111, Unité 2, Act. 37.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 119, Unité 2, Presentational Assessment; p. 191, Unité 3, Presentational Assessment</p> <p>Assessment Summative, Midterm Exam: Presentational Assessment, Option B</p>
WL.K12.AL.5.7	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.	<p>SE/Learning Site: p. 13, Unité 1, Act. 6.2; p. 20, Unité 1, Act. 11.1; p. 27, Unité 1, Act. 16.2; p. 45, Unité 1, Act. 30.2; p. 46, Unité 1, Act. 31.2; p. 56, Unité 1, Act. 39.1; p. 74, Unité 2, Act. 7.3; p. 82, Unité 2, Act. 13.2; p. 104, Unité 2, Act. 31.2; p.123, Unité 3, Act. 1.2; p. 133, Unité 3, Act. 8.2; p. 136, Unité 3, Act. 9.2; p. 150, Unité 3, Act. 18.3; p. 161, Unité 3, Act. 24; p. 161, Unité 3, Act. 25; p. 171, Unité 3, Act. 31.2; p. 184, Unité 3, Act. 40.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.3; p. 43, Unité 1, Act. 29.2; p. 43, Unité 1, Act. 29.3; p. 85, Unité 2, Act. 16.2; p. 97, Unité 2, Act. 26.3; p. 111, Unité 2, Act. 37.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 119, Unité 2, Presentational Assessment; p. 191, Unité 3, Presentational Assessment</p> <p>Assessment Summative, Midterm Exam: Presentational Assessment, Option B</p>

Florida Correlations

Standard: Culture		
<i>The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.6.3	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).	<p>SE/Learning Site: p. 18, Unité 1, Act. 9.2; p. 21, Unité 1, Act. 12.1; p. 34, Unité 1, Act. 21.1; p. 37, Unité 1, Act. 23.1; p. 67, Unité 2, Act. 1.1; p. 77, Unité 2, Act. 9.2; p. 84, Unité 2, Act. 15.1; p. 89, Unité 2, Act. 18.1; p. 89, Unité 2, Act. 18.2; p. 89, Unité 2, Act. 18.3; p. 89, Unité 2, Act. 19; p. 92, Unité 2, Act. 21.2; p. 93, Unité 2, Act. 22.1; p. 94, Unité 2, Act. 22.2; p. 102, Unité 2, Act. 30.2; p. 110, Unité 2, Act. 36; p. 113, Unité 2, Act. 39; p. 113, Unité 2, Act. 40.1; p. 154, Unité 3, Act. 20.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.2; p. 183, Unité 3, Act. 39.1</p>
WL.K12.AL.6.4	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).	<p>SE/Learning Site: p. 18, Unité 1, Act. 9.2; p. 19, Unité 1, Act. 10.2; p. 21, Unité 1, Act. 12.2; p. 23, Unité 1, Act. 13; p. 25, Unité 1, Act. 15.1; p. 26, Unité 1, Act. 16.1; p. 33, Unité 1, Act. 20; p. 34, Unité 1, Act. 21.1; p. 37, Unité 1, Act. 23.1; p. 45, Unité 1, Act. 30.1; p. 49, Unité 1, Act. 34.1; p. 56, Unité 1, Act. 40; p. 57, Unité 1, Act. 42; p. 67, Unité 2, Act. 1.1; p. 70, Unité 2, Act. 4; p. 77, Unité 2, Act. 9.2; p. 84, Unité 2, Act. 15.1; p. 93, Unité 2, Act. 22.1; p. 106, Unité 2, Act. 33.1; p. 110, Unité 2, Act. 36; p. 113, Unité 2, Act. 39; p. 113, Unité 2, Act. 40.1; p.123, Unité 3, Act. 1.1; p. 125, Unité 3, Act. 2.1; p. 125, Unité 3, Act. 2.2 ; p. 144, Unité 3, Act. 14.1; p. 154, Unité 3, Act. 20.1; p. 157, Unité 3, Act. 21.2; p. 157, Unité 3, Act. 21.3; p. 159, Unité 3, Act. 22.2; p. 162, Unité 3, Act. 26.1; p. 164, Unité 3, Act. 26.2; p. 170, Unité 3, Act. 30.2; p. 170, Unité 3, Act. 30.3; p. 175, Unité 3, Act. 34; p. 178, Unité 3, Act. 36.2; p. 179, Unité 3, Act. 37.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.3; p. 147, Unité 3, Act. 17.1; p. 183, Unité 3, Act. 39.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpretive Assessment</p>
Standard: Connections		
<i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AL.7.2	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.	<p>SE/Learning Site: p. 18, Unité 1, Act. 9.2; p. 19, Unité 1, Act. 10.1; p. 19, Unité 1, Act. 10.2; p. 21, Unité 1, Act. 12.1; p. 26, Unité 1, Act. 16.1; p. 37, Unité 1, Act. 23.1; p. 69, Unité 2, Act. 3; p. 73, Unité 2, Act. 6.1; p. 74, Unité 2, Act. 7.2; p. 77, Unité 2, Act. 9.2; p. 84, Unité 2, Act. 15.2; p. 89, Unité 2, Act. 19; p. 91, Unité 2, Act. 21.1; p. 92, Unité 2, Act. 21.2; p. 93, Unité 2, Act. 22.1; p. 94, Unité 2, Act. 22.2; p. 96, Unité 2, Act. 25; p. 100, Unité 2, Act. 28; p. 102, Unité 2, Act. 30.2; p. 106, Unité 2, Act. 33.1; p. 113, Unité 2, Act. 39; p. 113, Unité 2, Act. 40.1; p. 125, Unité 3, Act. 3; p. 135, Unité 3, Act. 9.1; p. 137, Unité 3, Act. 10.1; p. 144, Unité 3, Act. 14.1; p. 159, Unité 3, Act. 22.2; p. 164, Unité 3, Act. 26.2; p. 164, Unité 3, Act. 27; p. 170, Unité 3, Act. 30.2; p. 170, Unité 3, Act. 30.3; p. 171, Unité 3, Act. 31.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.3; p. 97, Unité 2, Act. 26.1; p. 147, Unité 3, Act. 17.1; p. 183, Unité 3, Act. 39.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 313, Unité 5, Presentational Assessment</p>

Florida Correlations

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.8.2	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.	<p>SE/Learning Site: p. 19, Unité 1, Act. 10.1; p. 21, Unité 1, Act. 12.1; p. 23, Unité 1, Act. 13; p. 36, Unité 1, Act. 22.1; p. 56, Unité 1, Act. 39.1; p. 56, Unité 1, Act. 39.2; p. 93, Unité 2, Act. 22.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.1; p. 97, Unité 2, Act. 26.1; p. 165, Unité 3, Act. 28.2</p>
WL.K12.AL.8.3	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.	<p>SE/Learning Site: p. 18, Unité 1, Act. 9.2; p. 19, Unité 1, Act. 10.2; p. 23, Unité 1, Act. 13; p. 34, Unité 1, Act. 21.1; p. 36, Unité 1, Act. 22.1; p. 36, Unité 1, Act. 22.2; p. 37, Unité 1, Act. 23.1; p. 56, Unité 1, Act. 40; p. 57, Unité 1, Act. 41.1; p. 69, Unité 2, Act. 3; p. 74, Unité 2, Act. 7.2; p. 77, Unité 2, Act. 9.2; p. 89, Unité 2, Act. 19; p. 91, Unité 2, Act. 21.1; p. 92, Unité 2, Act. 21.2; p. 93, Unité 2, Act. 22.1; p. 94, Unité 2, Act. 22.2; p. 96, Unité 2, Act. 25; p. 100, Unité 2, Act. 28; p. 102, Unité 2, Act. 30.2; p. 106, Unité 2, Act. 33.2; p. 125, Unité 3, Act. 3; p. 141, Unité 3, Act. 13.1; p. 144, Unité 3, Act. 14.1; p. 164, Unité 3, Act. 27; p. 170, Unité 3, Act. 30.2; p. 170, Unité 3, Act. 30.3; p. 175, Unité 3, Act. 34</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 28, Unité 1, Act. 17.2; p. 85, Unité 2, Act. 16.2; p. 147, Unité 3, Act. 17.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 119, Unité 2, Presentational Assessment</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.9.2	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.	<p>SE/Learning Site: p. 56, Unité 1, Act. 39.1; p. 56, Unité 1, Act. 39.2; p. 68, Unité 2, Act. 1.2; p. 77, Unité 2, Act. 10; p. 96, Unité 2, Act. 25; p. 104, Unité 2, Act. 31.2; p. 109, Unité 2, Act. 35.2; p. 112, Unité 2, Act. 38.2; p. 150, Unité 3, Act. 18.3; p. 161, Unité 3, Act. 25; p. 184, Unité 3, Act. 40.2; p. 247, Unité 4, Act. 37.1; p. 372, Unité 6, Act. 41.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 85, Unité 2, Act. 16.3; p. 111, Unité 2, Act. 37.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 63, Unité 1, Interpersonal Assessment; p. 63, Unité 1, Presentational Assessment; p. 119, Unité 2, Presentational Assessment; p. 313, Unité 5, Presentational Assessment</p>

Florida Correlations

Standard: Interpretive Listening		
<i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AM.1.1	Demonstrate understanding of factual information about common everyday or job-related topics.	<p>SE/Learning Site: p. 46, Unité 1, Act. 31.1; p. 69, Unité 2, Act. 2.1; p. 130, Unité 3, Act. 7.1; p. 156, Unité 3, Act. 21.1; p. 162, Unité 3, Act. 26.1; p. 174, Unité 3, Act. 33.2; p. 184, Unité 3, Act. 40.1; p. 206, Unité 4, Act. 8.1; p. 213, Unité 4, Act. 12.2; p. 223, Unité 4, Act. 20.1; p. 236, Unité 4, Act. 29.1; p. 239, Unité 4, Act. 31.1; p. 264, Unité 5, Act. 7.1; p. 268, Unité 5, Act. 12.1; p. 272, Unité 5, Act. 15; p. 277, Unité 5, Act. 18.1; p. 278, Unité 5, Act. 19.1; p. 282, Unité 5, Act. 22.1; p. 292, Unité 5, Act. 29.1; p. 293, Unité 5, Act. 30; p. 297, Unité 5, Act. 33.1; p. 299, Unité 5, Act. 35.1; p. 302, Unité 5, Act. 37; p. 306, Unité 5, Act. 41.1; p. 328, Unité 6, Act. 9.1; p. 330, Unité 6, Act. 10.1; p. 341, Unité 6, Act. 17.1; p. 347, Unité 6, Act. 21.1; p. 349, Unité 6, Act. 22.1; p. 357, Unité 6, Act. 30.2; p. 360, Unité 6, Act. 31.2; p. 362, Unité 6, Act. 33.1; p. 365, Unité 6, Act. 36.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 217, Unité 4, Act. 15.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 253, Unité 4, Interpretive Assessment; p. 312, Unité 5, Interpretive Assessment; p. 378, Unité 6, Interpretive Assessment</p> <p>Assessment Summative, Final Exam: Interpretive Assessment Option B</p>
WL.K12.AM.1.2	Demonstrate understanding of presentations where different accents and lexical variations are used.	<p>SE/Learning Site: p. 16, Unité 1, Act. 8; p. 32, Unité 1, Act. 19.1; p. 52, Unité 1, Act. 37.1; p. 75, Unité 2, Act. 8.1; p. 91, Unité 2, Act. 21.1; p. 130, Unité 3, Act. 7.1; p. 156, Unité 3, Act. 21.1; p. 162, Unité 3, Act. 26.1; p. 174, Unité 3, Act. 33.2; p. 206, Unité 4, Act. 8.1; p. 213, Unité 4, Act. 12.2; p. 223, Unité 4, Act. 20.1; p. 236, Unité 4, Act. 29.1; p. 239, Unité 4, Act. 31.1; p. 264, Unité 5, Act. 7.1; p. 265, Unité 5, Act. 8.2; p. 268, Unité 5, Act. 12.1; p. 272, Unité 5, Act. 15; p. 277, Unité 5, Act. 18.1; p. 278, Unité 5, Act. 19.1; p. 282, Unité 5, Act. 22.1; p. 292, Unité 5, Act. 29.1; p. 293, Unité 5, Act. 30; p. 297, Unité 5, Act. 33.1; p. 299, Unité 5, Act. 35.1; p. 302, Unité 5, Act. 37; p. 306, Unité 5, Act. 41.1; p. 328, Unité 6, Act. 9.1; p. 330, Unité 6, Act. 10.1; p. 341, Unité 6, Act. 17.1; p. 347, Unité 6, Act. 21.1; p. 349, Unité 6, Act. 22.1; p. 357, Unité 6, Act. 30.2; p. 360, Unité 6, Act. 31.2; p. 362, Unité 6, Act. 33.1; p. 365, Unité 6, Act. 36.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 43, Unité 1, Act. 29.1; p. 217, Unité 4, Act. 15.1; p. 378, Unité 6, Interpretive Assessment</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 253, Unité 4, Interpretive Assessment; p. 312, Unité 5, Interpretive Assessment</p> <p>Assessment Summative, Final Exam: Interpretive Assessment Option B</p>

Florida Correlations

<p>WL.K12.AM.1.3</p>	<p>Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.</p>	<p>SE/Learning Site: p. 16, Unité 1, Act. 8; p. 32, Unité 1, Act. 19.1; p. 52, Unité 1, Act. 37.1; p. 75, Unité 2, Act. 8.1; p. 91, Unité 2, Act. 21.1; p. 130, Unité 3, Act. 7.1; p. 156, Unité 3, Act. 21.1 p. 162, Unité 3, Act. 26.1; p. 174, Unité 3, Act. 33.2; p. 184, Unité 3, Act. 40.1; p. 206, Unité 4, Act. 8.1; p. 213, Unité 4, Act. 12.2; p. 223, Unité 4, Act. 20.1; p. 227, Unité 4, Act. 23.1; p. 236, Unité 4, Act. 29.1; p. 239, Unité 4, Act. 31.1; p. 264, Unité 5, Act. 7.1; p. 265, Unité 5, Act. 8.2; p. 268, Unité 5, Act. 12.1; p. 272, Unité 5, Act. 15; p. 278, Unité 5, Act. 19.1; p. 282, Unité 5, Act. 22.1; p. 292, Unité 5, Act. 29.1; p. 293, Unité 5, Act. 30; p. 297, Unité 5, Act. 33.1; p. 299, Unité 5, Act. 35.1; p. 302, Unité 5, Act. 37; p. 306, Unité 5, Act. 41.1; p. 328, Unité 6, Act. 9.1; p. 330, Unité 6, Act. 10.1; p. 341, Unité 6, Act. 17.1; p. 347, Unité 6, Act. 21.1; p. 349, Unité 6, Act. 22.1; p. 353, Unité 6, Act. 26.1; p. 357, Unité 6, Act. 30.2; p. 360, Unité 6, Act. 31.2; p. 362, Unité 6, Act. 33.1; p. 365, Unité 6, Act. 36.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 217, Unité 4, Act. 15.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 253, Unité 4, Interpretive Assessment; p. 312, Unité 5, Interpretive Assessment; p. 378, Unité 6, Interpretive Assessment</p> <p>Assessment Summative, Final Exam: Interpretive Assessment Option B</p>
<p>WL.K12.AM.1.4</p>	<p>Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.</p>	<p>SE/Learning Site: p. 16, Unité 1, Act. 8; p. 32, Unité 1, Act. 19.1; p. 46, Unité 1, Act. 31.1; p. 52, Unité 1, Act. 37.1; p. 130, Unité 3, Act. 7.1; p. 156, Unité 3, Act. 21.1; p. 162, Unité 3, Act. 26.1; p. 174, Unité 3, Act. 33.2; p. 206, Unité 4, Act. 8.1; p. 213, Unité 4, Act. 12.2; p. 223, Unité 4, Act. 20.1; p. 236, Unité 4, Act. 29.1; p. 264, Unité 5, Act. 7.1; p. 265, Unité 5, Act. 8.2; p. 268, Unité 5, Act. 12.1; p. 272, Unité 5, Act. 15; p. 277, Unité 5, Act. 18.1; p. 278, Unité 5, Act. 19.1; p. 282, Unité 5, Act. 22.1; p. 292, Unité 5, Act. 29.1; p. 293, Unité 5, Act. 30; p. 297, Unité 5, Act. 33.1; p. 299, Unité 5, Act. 35.1; p. 306, Unité 5, Act. 41.1; p. 341, Unité 6, Act. 17.1; p. 347, Unité 6, Act. 21.1; p. 353, Unité 6, Act. 26.1; p. 360, Unité 6, Act. 31.2; p. 365, Unité 6, Act. 36.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 43, Unité 1, Act. 29.1; p. 217, Unité 4, Act. 15.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 253, Unité 4, Interpretive Assessment; p. 312, Unité 5, Interpretive Assessment; p. 378, Unité 6, Interpretive Assessment</p> <p>Assessment Summative, Final Exam: Interpretive Assessment Option B</p> <p>Assessment Summative, Comprehensive Exam: Interpretive Assessment Option B</p>
<p>WL.K12.AM.1.5</p>	<p>Demonstrate understanding of different points of view in a discussion.</p>	<p>SE/Learning Site: p. 32, Unité 1, Act. 19.1; p. 91, Unité 2, Act. 21.1; p. 156, Unité 3, Act. 21.1; p. 162, Unité 3, Act. 26.1; p. 174, Unité 3, Act. 33.2; p. 206, Unité 4, Act. 8.1; p. 227, Unité 4, Act. 23.1; p. 236, Unité 4, Act. 29.1; p. 239, Unité 4, Act. 31.1; p. 264, Unité 5, Act. 7.1; p. 265, Unité 5, Act. 8.2; p. 268, Unité 5, Act. 12.1; p. 272, Unité 5, Act. 15; p. 278, Unité 5, Act. 19.1; p. 282, Unité 5, Act. 22.1; p. 299, Unité 5, Act. 35.1; p. 306, Unité 5, Act. 41.1; p. 341, Unité 6, Act. 17.1; p. 365, Unité 6, Act. 36.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 253, Unité 4, Interpretive Assessment</p>
<p>WL.K12.AM.1.6</p>	<p>Follow complex technical instructions and specifications in real life settings.</p>	<p>SE/Learning Site: p. 180, Unité 3, Act. 37.3; p. 184, Unité 3, Act. 40.1; p. 206, Unité 4, Act. 8.2; p. 282, Unité 5, Act. 22.1; p. 297, Unité 5, Act. 33.1; p. 300, Unité 5, Act. 35.2; p. 345, Unité 6, Act. 19.2; p. 363, Unité 6, Act. 33.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 217, Unité 4, Act. 15.3; p. 305, Unité 5, Act. 40.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 253, Unité 4, Interpretive Assessment</p>

Florida Correlations

Standard: Interpretative Reading		
<i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AM.2.1	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.	<p>SE/Learning Site: p. 14, Unité 1, Act. 7.1; p. 16, Unité 1, Act. 7.2; p. 37, Unité 1, Act. 23.1; p. 41, Unité 1, Act. 26; p. 52, Unité 1, Act. 37.1; p. 81, Unité 2, Act. 13.1; p. 99, Unité 2, Act. 27.1; p. 103, Unité 2, Act. 31.1; p. 108, Unité 2, Act. 35.1; p. 110, Unité 2, Act. 36; p. 146, Unité 3, Act. 16; p. 147, Unité 3, Act. 18.1; p. 151, Unité 3, Act. 19.1; p. 196, Unité 4, Act. 1.1; p. 198, Unité 4, Act. 2.1; p. 204, Unité 4, Act. 7.1; p. 214, Unité 4, Act. 13.1; p. 219, Unité 4, Act. 16.1; p. 219, Unité 4, Act. 17.1; p. 224, Unité 4, Act. 21; p. 228, Unité 4, Act. 24.1; p. 231, Unité 4, Act. 26; p. 232, Unité 4, Act. 27.1; p. 239, Unité 4, Act. 30; p. 243, Unité 4, Act. 34.1; p. 261, Unité 5, Act. 5; p. 266, Unité 5, Act. 9.1; p. 270, Unité 5, Act. 13.1; p. 271, Unité 5, Act. 14; p. 278, Unité 5, Act. 19.2; p. 281, Unité 5, Act. 21.1; p. 281, Unité 5, Act. 21.2; p. 283, Unité 5, Act. 23.1; p. 286, Unité 5, Act. 26.1; p. 291, Unité 5, Act. 28; p. 296, Unité 5, Act. 32.1; p. 301, Unité 5, Act. 36; p. 325, Unité 6, Act. 7.1; p. 331, Unité 6, Act. 11.1; p. 333, Unité 6, Act. 11.2; p. 336, Unité 6, Act. 14; p. 339, Unité 6, Act. 15.1; p. 340, Unité 6, Act. 16; p. 345, Unité 6, Act. 19.1; p. 346, Unité 6, Act. 20.1; p. 350, Unité 6, Act. 24.1; p. 352, Unité 6, Act. 25; p. 354, Unité 6, Act. 28.1; p. 357, Unité 6, Act. 30.1; p. 358, Unité 6, Act. 31.1; p. 361, Unité 6, Act. 32.1; p. 363, Unité 6, Act. 32.2; p. 364, Unité 6, Act. 35; p. 370, Unité 6, Act. 40.1; p. 372, Unité 6, Act. 40.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.1; p. 229, Unité 4, Act. 25.1; p. 244, Unité 4, Act. 35.2; p. 274, Unité 5, Act. 17.1; p. 289, Unité 5, Act. 27.1; p. 305, Unité 5, Act. 40.1; p. 343, Unité 6, Act. 18.1; p. 355, Unité 6, Act. 29.1; p. 369, Unité 6, Act. 39.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpretive Assessment</p> <p>Assessment Summative, Final Exam: Interpretive Assessment Option A; Interpretive Assessment Option C</p> <p>Assessment Summative, Comprehensive Exam: Interpretive Assessment, Option A; Interpretive Assessment Option C</p>
WL.K12.AM.2.2	Demonstrate understanding of different points of view presented through a variety of literary works.	<p>SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 14, Unité 1, Act. 7.1; p. 52, Unité 1, Act. 37.1; p. 204, Unité 4, Act. 7.1; p. 270, Unité 5, Act. 13.1; p. 354, Unité 6, Act. 28.1</p>

Florida Correlations

<p>WL.K12.AM.2.3</p>	<p>Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.</p>	<p>SE/Learning Site: p. 37, Unité 1, Act. 23.1; p. 46, Unité 1, Act. 31.1; p. 67, Unité 2, Act. 1.1; p. 103, Unité 2, Act. 31.1; p. 108, Unité 2, Act. 35.1; p. 110, Unité 2, Act. 36; p. 129, Unité 3, Act. 6.1; p. 145, Unité 3, Act. 15.1; p. 146, Unité 3, Act. 16; p. 147, Unité 3, Act. 18.1; p. 151, Unité 3, Act. 19.1; p. 158, Unité 3, Act. 22.1; p. 185, Unité 3, Act. 41.1; p. 208, Unité 4, Act. 10.1; p. 211, Unité 4, Act. 11; p. 219, Unité 4, Act. 16.1; p. 219, Unité 4, Act. 17.1; p. 222, Unité 4, Act. 19.1; p. 225, Unité 4, Act. 22.1; p. 231, Unité 4, Act. 26; p. 232, Unité 4, Act. 27.1; p. 235, Unité 4, Act. 28.1; p. 240, Unité 4, Act. 32.1 p. 246, Unité 4, Act. 36.1; p. 257, Unité 5, Act. 1.1; p. 263, Unité 5, Act. 6; p. 266, Unité 5, Act. 9.1; p. 270, Unité 5, Act. 13.1; p. 277, Unité 5, Act. 18.2; p. 278, Unité 5, Act. 19.2; p. 281, Unité 5, Act. 21.1; p. 281, Unité 5, Act. 21.2; p. 283, Unité 5, Act. 23.1; p. 285, Unité 5, Act. 25.1; p. 286, Unité 5, Act. 26.1; p. 291, Unité 5, Act. 28; p. 296, Unité 5, Act. 32.1; p. 298, Unité 5, Act. 34.1; p. 323, Unité 6, Act. 6.1; p. 323, Unité 6, Act. 6.2; p. 325, Unité 6, Act. 7.1; p. 326, Unité 6, Act. 7.1; p. 331, Unité 6, Act. 11.1; p. 333, Unité 6, Act. 11.2; p. 339, Unité 6, Act. 15.1; p. 340, Unité 6, Act. 16; p. 345, Unité 6, Act. 19.1; p. 346, Unité 6, Act. 20.1; p. 354, Unité 6, Act. 28.1; p. 358, Unité 6, Act. 31.1; p. 363, Unité 6, Act. 32.2; p. 370, Unité 6, Act. 40.1; p. 372, Unité 6, Act. 40.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.1; p. 229, Unité 4, Act. 25.1; p. 244, Unité 4, Act. 35.2; p. 274, Unité 5, Act. 17.1; p. 289, Unité 5, Act. 27.1; p. 305, Unité 5, Act. 40.1; p. 343, Unité 6, Act. 18.1; p. 355, Unité 6, Act. 29.1; p. 369, Unité 6, Act. 39.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpretive Assessment</p> <p>Assessment Summative, Final Exam: Interpretive Assessment Option A; Interpretive Assessment Option C</p>
<p>WL.K12.AM.2.4</p>	<p>Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.</p>	<p>SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 9, Unité 1, Act. 2.1; p. 46, Unité 1, Act. 31.1; p. 52, Unité 1, Act. 37.1; p. 82, Unité 2, Act. 14.1; p. 99, Unité 2, Act. 27.1; p. 108, Unité 2, Act. 35.1; p. 146, Unité 3, Act. 16; p. 147, Unité 3, Act. 18.1; p. 151, Unité 3, Act. 19.1; p. 198, Unité 4, Act. 2.1; p. 201, Unité 4, Act. 5.1; p. 204, Unité 4, Act. 7.1; p. 222, Unité 4, Act. 19.1; p. 225, Unité 4, Act. 22.1; p. 231, Unité 4, Act. 26; p. 232, Unité 4, Act. 27.1; p. 246, Unité 4, Act. 36.1; p. 259, Unité 5, Act. 2.1; p. 263, Unité 5, Act. 6; p. 266, Unité 5, Act. 9.1; p. 270, Unité 5, Act. 13.1; p. 277, Unité 5, Act. 18.2; p. 278, Unité 5, Act. 19.2; p. 281, Unité 5, Act. 21.1; p. 281, Unité 5, Act. 21.2; p. 283, Unité 5, Act. 23.1; p. 286, Unité 5, Act. 26.1; p. 291, Unité 5, Act. 28; p. 296, Unité 5, Act. 32.1; p. 319, Unité 6, Act. 2.1; p. 321, Unité 6, Act. 5.1; p. 323, Unité 6, Act. 6.1; p. 325, Unité 6, Act. 7.1; p. 326, Unité 6, Act. 7.1; p. 333, Unité 6, Act. 11.2; p. 339, Unité 6, Act. 15.1; p. 345, Unité 6, Act. 19.1; p. 346, Unité 6, Act. 20.1; p. 354, Unité 6, Act. 28.1; p. 358, Unité 6, Act. 31.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.1; p. 229, Unité 4, Act. 25.1; p. 244, Unité 4, Act. 35.2; p. 274, Unité 5, Act. 17.1; p. 289, Unité 5, Act. 27.1; p. 305, Unité 5, Act. 40.1; p. 343, Unité 6, Act. 18.1; p. 355, Unité 6, Act. 29.1; p. 369, Unité 6, Act. 39.1</p> <p>Assessment Summative, Final Exam: Interpretive Assessment Option A; Interpretive Assessment Option C</p>

Florida Correlations

Standard: Interpersonal Communication		
<i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AM.3.1	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.	<p>SE/Learning Site: p. 39, Unité 1, Act. 24.2; p. 129, Unité 3, Act. 6.1; p. 155, Unité 3, Act. 20.2; p. 180, Unité 3, Act. 37.3; p. 196, Unité 4, Act. 1.1; p. 196, Unité 4, Act. 1.2; p. 198, Unité 4, Act. 3; p. 201, Unité 4, Act. 5.2; p. 205, Unité 4, Act. 7.2; p. 206, Unité 4, Act. 8.2; p. 207, Unité 4, Act. 9.2; p. 221, Unité 4, Act. 18; p. 225, Unité 4, Act. 22.2; p. 227, Unité 4, Act. 23.2; p. 233, Unité 4, Act. 27.2; p. 242, Unité 4, Act. 33; p. 243, Unité 4, Act. 34.2; p. 246, Unité 4, Act. 36.1; p. 258, Unité 5, Act. 1.2; p. 264, Unité 5, Act. 7.2; p. 265, Unité 5, Act. 8.3; p. 267, Unité 5, Act. 9.2; p. 269, Unité 5, Act. 12.2; p. 277, Unité 5, Act. 18.3; p. 282, Unité 5, Act. 22.2; p. 286, Unité 5, Act. 25.2; p. 296, Unité 5, Act. 32.2; p. 300, Unité 5, Act. 35.2; p. 303, Unité 5, Act. 39.1; p. 304, Unité 5, Act. 39.2; p. 319, Unité 6, Act. 2.2; p. 321, Unité 6, Act. 5.2; p. 324, Unité 6, Act. 6.4; p. 326, Unité 6, Act. 7.2; p. 329, Unité 6, Act. 9.2; p. 331, Unité 6, Act. 10.3; p. 345, Unité 6, Act. 19.2; p. 348, Unité 6, Act. 21.2; p. 358, Unité 6, Act. 30.3; p. 365, Unité 6, Act. 36.2; p. 367, Unité 6, Act. 37.1; p. 368, Unité 6, Act. 38.2; p. 372, Unité 6, Act. 41.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.3; p. 217, Unité 4, Act. 15.3; p. 229, Unité 4, Act. 25.2; p. 244, Unité 4, Act. 35.1; p. 274, Unité 5, Act. 17.2; p. 289, Unité 5, Act. 27.2; p. 305, Unité 5, Act. 40.2; p. 343, Unité 6, Act. 18.3; p. 369, Unité 6, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpersonal Assessment; p. 253, Unité 4, Interpersonal Assessment; p. 379, Unité 6, Interpersonal Assessment</p> <p>Assessment Summative, Final Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Assessment Summative, Comprehensive Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Nualang (Learning Site): Unité 3, Communiquons 3, Chatbot (Votre opinion sur les assistants virtuels); Unité 3, Communiquons 3, Roleplay (Parler des assistants virtuels); Unité 5, Communiquons 2, Roleplay (Parler des sources d'information); Unité 5, Communiquons 2, Roleplay (Les sources d'information)</p>

Florida Correlations

<p>WL.K12.AM.3.2</p>	<p>Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.</p>	<p>SE/Learning Site: p. 129, Unité 3, Act. 6.1; p. 137, Unité 3, Act. 10.2; p. 155, Unité 3, Act. 20.2; p. 180, Unité 3, Act. 37.3; p. 196, Unité 4, Act. 1.2; p. 201, Unité 4, Act. 5.2; p. 198, Unité 4, Act. 3; p. 205, Unité 4, Act. 7.2; p. 206, Unité 4, Act. 8.2; p. 207, Unité 4, Act. 9.2; p. 223, Unité 4, Act. 20.2; p. 225, Unité 4, Act. 22.2; p. 227, Unité 4, Act. 23.2; p. 233, Unité 4, Act. 27.2; p. 246, Unité 4, Act. 36.1; p. 246, Unité 4, Act. 36.2; p. 259, Unité 5, Act. 2.2; p. 264, Unité 5, Act. 7.2; p. 265, Unité 5, Act. 8.3; p. 267, Unité 5, Act. 9.2; p. 269, Unité 5, Act. 12.2; p. 277, Unité 5, Act. 18.3; p. 282, Unité 5, Act. 22.2; p. 286, Unité 5, Act. 25.2; p. 296, Unité 5, Act. 32.2; p. 300, Unité 5, Act. 35.2; p. 303, Unité 5, Act. 39.1; p. 304, Unité 5, Act. 39.2; p. 306, Unité 5, Act. 41.2; p. 321, Unité 6, Act. 5.2; p. 324, Unité 6, Act. 6.4; p. 329, Unité 6, Act. 9.2; p. 331, Unité 6, Act. 10.3; p. 345, Unité 6, Act. 19.2; p. 348, Unité 6, Act. 21.2; p. 358, Unité 6, Act. 30.3; p. 365, Unité 6, Act. 36.2; p. 367, Unité 6, Act. 37.1; p. 368, Unité 6, Act. 38.2; p. 372, Unité 6, Act. 41.1; p. 372, Unité 6, Act. 41.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.3; p. 217, Unité 4, Act. 15.3; p. 229, Unité 4, Act. 25.2; p. 244, Unité 4, Act. 35.1; p. 274, Unité 5, Act. 17.2; p. 289, Unité 5, Act. 27.2; p. 305, Unité 5, Act. 40.2; p. 343, Unité 6, Act. 18.3; p. 369, Unité 6, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpersonal Assessment; p. 253, Unité 4, Interpersonal Assessment; p. 379, Unité 6, Interpersonal Assessment</p> <p>Assessment Summative, Final Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Assessment Summative, Comprehensive Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Nualang (Learning Site): Unité 4, Communiquons 1, Chatbot (Une invitation); Unité 4, Communiquons 1, Roleplay (Inviter quelqu'un); Unité 6, Communiquons 1, Roleplay (Parler du rôle de l'éducation dans la vie); Unité 6, Communiquons 1, Roleplay (L'éducation)</p>
<p>WL.K12.AM.3.3</p>	<p>Elaborate on and justify personal preferences, needs, and feelings.</p>	<p>SE/Learning Site: p. 39, Unité 1, Act. 24.2; p. 129, Unité 3, Act. 6.1; p. 137, Unité 3, Act. 10.2; p. 137, Unité 3, Act. 10.3; p. 155, Unité 3, Act. 20.2; p. 180, Unité 3, Act. 37.3; p. 201, Unité 4, Act. 5.2; p. 206, Unité 4, Act. 8.2; p. 207, Unité 4, Act. 9.2; p. 225, Unité 4, Act. 22.2; p. 227, Unité 4, Act. 23.2; p. 233, Unité 4, Act. 27.2; p. 246, Unité 4, Act. 36.1; p. 259, Unité 5, Act. 3; p. 264, Unité 5, Act. 7.2; p. 265, Unité 5, Act. 8.3; p. 267, Unité 5, Act. 9.2; p. 267, Unité 5, Act. 10; p. 269, Unité 5, Act. 12.2; p. 277, Unité 5, Act. 18.3; p. 282, Unité 5, Act. 22.2; p. 286, Unité 5, Act. 25.2; p. 296, Unité 5, Act. 32.2; p. 300, Unité 5, Act. 35.2; p. 303, Unité 5, Act. 39.1; p. 304, Unité 5, Act. 39.2; p. 329, Unité 6, Act. 9.2; p. 348, Unité 6, Act. 21.2; p. 358, Unité 6, Act. 30.3; p. 365, Unité 6, Act. 36.2; p. 367, Unité 6, Act. 37.1; p. 372, Unité 6, Act. 41.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.3; p. 217, Unité 4, Act. 15.3; p. 229, Unité 4, Act. 25.2; p. 244, Unité 4, Act. 35.1; p. 274, Unité 5, Act. 17.2; p. 289, Unité 5, Act. 27.2; p. 305, Unité 5, Act. 40.2; p. 343, Unité 6, Act. 18.3; p. 369, Unité 6, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpersonal Assessment; p. 253, Unité 4, Interpersonal Assessment; p. 379, Unité 6, Interpersonal Assessment</p> <p>Assessment Summative, Final Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Assessment Summative, Comprehensive Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Nualang (Learning Site): Unité 1, Communiquons 1, Chatbot (Les goûts de lecture); Unité 1, Communiquons 2, Chatbot (Ton opinion personnelle); Unité 1, Communiquons 2, Roleplay (Exprimer son opinion); Unité 3, Communiquons 1, Roleplay (Parler des téléphones portables); Unité 3, Communiquons 1, Chatbot (La technologie et vous); Unité 5, Communiquons 3, Roleplay (Exprimer ses regrets); Unité 5, Communiquons 3, Chatbot (Les regrets)</p>

Florida Correlations

<p>WL.K12.AM.3.4</p>	<p>Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.</p>	<p>SE/Learning Site: p. 39, Unité 1, Act. 24.2; p. 42, Unité 1, Act. 28.1; p. 42, Unité 1, Act. 28.2; p. 180, Unité 3, Act. 37.3; p. 265, Unité 5, Act. 8.3; p. 267, Unité 5, Act. 9.2; p. 269, Unité 5, Act. 12.2; p. 303, Unité 5, Act. 39.1; p. 348, Unité 6, Act. 21.2; p. 365, Unité 6, Act. 36.2; p. 367, Unité 6, Act. 37.1; p. 372, Unité 6, Act. 41.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 217, Unité 4, Act. 15.3; p. 229, Unité 4, Act. 25.2; p. 244, Unité 4, Act. 35.1; p. 274, Unité 5, Act. 17.2; p. 289, Unité 5, Act. 27.2; p. 305, Unité 5, Act. 40.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpersonal Assessment; p. 253, Unité 4, Interpersonal Assessment; p. 379, Unité 6, Interpersonal Assessment</p> <p>Assessment Summative, Final Exam: Interpersonal Assessment Option A</p> <p>Assessment Summative, Comprehensive Exam: Interpersonal Assessment Option C</p> <p>Nualang (Learning Site): Unité 1, Communiquons 1, Roleplay (Parler du conte qu'on a lu); Unité 1, Communiquons 3, Roleplay (Comparer les contes de fées); Unité 1, Communiquons 3, Chatbot (Cendrillon); Unité 6, Communiquons 2, Roleplay (Parler des défis mondiaux); Unité 6, Communiquons 2, Chatbot (Un grand défi mondial)</p>
<p>WL.K12.AM.3.5</p>	<p>Exchange and develop information about personal and academic tasks.</p>	<p>SE/Learning Site: p. 39, Unité 1, Act. 24.2; p. 93, Unité 2, Act. 21.3; p. 137, Unité 3, Act. 10.2; p. 155, Unité 3, Act. 20.2; p. 180, Unité 3, Act. 37.3; p. 201, Unité 4, Act. 5.2; p. 203, Unité 4, Act. 6; p. 206, Unité 4, Act. 8.2; p. 207, Unité 4, Act. 9.1; p. 221, Unité 4, Act. 17.2; p. 225, Unité 4, Act. 22.2; p. 246, Unité 4, Act. 36.1; p. 264, Unité 5, Act. 7.2; p. 267, Unité 5, Act. 9.2; p. 269, Unité 5, Act. 12.2; p. 277, Unité 5, Act. 18.3; p. 282, Unité 5, Act. 22.2; p. 286, Unité 5, Act. 25.2; p. 296, Unité 5, Act. 32.2; p. 300, Unité 5, Act. 35.2; p. 303, Unité 5, Act. 39.1; p. 304, Unité 5, Act. 39.2; p. 318, Unité 6, Act. 1.2; p. 324, Unité 6, Act. 6.4; p. 331, Unité 6, Act. 10.3; p. 348, Unité 6, Act. 21.2; p. 365, Unité 6, Act. 36.2; p. 367, Unité 6, Act. 37.1; p. 372, Unité 6, Act. 41.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 217, Unité 4, Act. 15.3; p. 229, Unité 4, Act. 25.2; p. 244, Unité 4, Act. 35.1; p. 274, Unité 5, Act. 17.2; p. 289, Unité 5, Act. 27.2; p. 305, Unité 5, Act. 40.2; p. 343, Unité 6, Act. 18.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpersonal Assessment; p. 253, Unité 4, Interpersonal Assessment; p. 379, Unité 6, Interpersonal Assessment</p> <p>Assessment Summative, Final Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Assessment Summative, Comprehensive Exam: Interpersonal Assessment Option C</p> <p>Nualang (Learning Site): Unité 4, Communiquons 2, Roleplay (Donner son opinion d'un évènement culturel); Unité 4, Communiquons 2, Chatbot (Un festival); Unité 6, Communiquons 3, Roleplay (Parler des problèmes à l'école); Unité 6, Communiquons 3, Chatbot (Les problèmes à l'école)</p>

Florida Correlations

<p>WL.K12.AM.3.6</p>	<p>Use a variety of idiomatic and culturally authentic expressions appropriately.</p>	<p>SE/Learning Site: p. 39, Unité 1, Act. 24.2; p. 137, Unité 3, Act. 10.2; p. 155, Unité 3, Act. 20.2; p. 180, Unité 3, Act. 37.3; p. 203, Unité 4, Act. 6; p. 206, Unité 4, Act. 8.2; p. 207, Unité 4, Act. 9.1; p. 225, Unité 4, Act. 22.2; p. 246, Unité 4, Act. 36.1; p. 264, Unité 5, Act. 7.2; p. 267, Unité 5, Act. 9.2; p. 269, Unité 5, Act. 12.2; p. 277, Unité 5, Act. 18.3; p. 286, Unité 5, Act. 25.2; p. 296, Unité 5, Act. 32.2; p. 303, Unité 5, Act. 39.1; p. 304, Unité 5, Act. 39.2; p. 348, Unité 6, Act. 21.2; p. 363, Unité 6, Act. 33.3; p. 365, Unité 6, Act. 36.2; p. 372, Unité 6, Act. 41.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 217, Unité 4, Act. 15.3; p. 229, Unité 4, Act. 25.2; p. 244, Unité 4, Act. 35.1; p. 274, Unité 5, Act. 17.2; p. 289, Unité 5, Act. 27.2; p. 305, Unité 5, Act. 40.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpersonal Assessment; p. 253, Unité 4, Interpersonal Assessment; p. 379, Unité 6, Interpersonal Assessment</p> <p>Assessment Summative, Final Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Assessment Summative, Comprehensive Exam: Interpersonal Assessment Option C</p> <p>Nualang (Learning Site): Unité 4, Communiquons 3, Chatbot (Les objectifs du festival); Unité 4, Communiquons 3, Roleplay (Parler des objectifs d'un festival)</p>
<p>WL.K12.AM.3.7</p>	<p>Exchange general information on a variety of topics outside fields of interest.</p>	<p>SE/Learning Site: p. 39, Unité 1, Act. 24.2; p. 129, Unité 3, Act. 6.1; p. 137, Unité 3, Act. 10.2; p. 155, Unité 3, Act. 20.2; p. 180, Unité 3, Act. 37.3; p. 205, Unité 4, Act. 7.2; p. 207, Unité 4, Act. 9.1; p. 208, Unité 4, Act. 10.2; p. 221, Unité 4, Act. 17.2; p. 225, Unité 4, Act. 22.2; p. 246, Unité 4, Act. 36.1; p. 264, Unité 5, Act. 7.2; p. 267, Unité 5, Act. 9.2; p. 267, Unité 5, Act. 11.1; p. 267, Unité 5, Act. 11.2; p. 269, Unité 5, Act. 12.2; p. 277, Unité 5, Act. 18.3; p. 279, Unité 5, Act. 20; p. 283, Unité 5, Act. 23.2; p. 286, Unité 5, Act. 25.2; p. 294, Unité 5, Act. 31; p. 296, Unité 5, Act. 32.2; p. 300, Unité 5, Act. 35.2; p. 303, Unité 5, Act. 39.1; p. 304, Unité 5, Act. 39.2; p. 307, Unité 5, Act. 43; p. 318, Unité 6, Act. 1.2; p. 327, Unité 6, Act. 8; p. 335, Unité 6, Act. 12.2; p. 335, Unité 6, Act. 13; p. 347, Unité 6, Act. 20.2; p. 348, Unité 6, Act. 21.2; p. 350, Unité 6, Act. 23; p. 351, Unité 6, Act. 24.2; p. 362, Unité 6, Act. 32.2; p. 363, Unité 6, Act. 33.3; p. 365, Unité 6, Act. 36.2; p. 363, Unité 6, Act. 34; p. 368, Unité 6, Act. 38.2; p. 373, Unité 6, Act. 42</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 217, Unité 4, Act. 15.3; p. 229, Unité 4, Act. 25.2; p. 244, Unité 4, Act. 35.1; p. 274, Unité 5, Act. 17.2; p. 289, Unité 5, Act. 27.2; p. 369, Unité 6, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 118, Unité 2, Interpersonal Assessment; p. 253, Unité 4, Interpersonal Assessment; p. 379, Unité 6, Interpersonal Assessment</p> <p>Assessment Summative, Final Exam: Interpersonal Assessment Option A; Interpersonal Assessment Option B</p> <p>Assessment Summative, Comprehensive Exam: Interpersonal Assessment Option C</p> <p>Nualang (Learning Site): Unité 5, Communiquons 1, Roleplay (Parler de la publicité); Unité 5, Communiquons 1, Chatbot (La publicité)</p>
<p>WL.K12.AM.3.8</p>	<p>Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.</p>	<p>SE/Learning Site: p. 96, Unité 2, Act. 24; p. 155, Unité 3, Act. 20.2; p. 180, Unité 3, Act. 37.3; p. 206, Unité 4, Act. 8.2; p. 221, Unité 4, Act. 17.2; p. 246, Unité 4, Act. 36.1; p. 277, Unité 5, Act. 18.3; p. 286, Unité 5, Act. 25.2; p. 296, Unité 5, Act. 32.2; p. 300, Unité 5, Act. 35.2; p. 303, Unité 5, Act. 39.1; p. 304, Unité 5, Act. 39.2; p. 347, Unité 6, Act. 20.2; p. 363, Unité 6, Act. 33.3; p. 367, Unité 6, Act. 37.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 217, Unité 4, Act. 15.3; p. 229, Unité 4, Act. 25.2; p. 244, Unité 4, Act. 35.1; p. 274, Unité 5, Act. 17.2; p. 289, Unité 5, Act. 27.2; p. 305, Unité 5, Act. 40.2; p. 369, Unité 6, Act. 39.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 253, Unité 4, Interpersonal Assessment; p. 379, Unité 6, Interpersonal Assessment</p> <p>Assessment Summative, Final Exam: Interpersonal Assessment Option A</p>

Florida Correlations

Standard: Presentational Speaking		
<i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AM.4.1	Deliver an articulated presentation on personal, academic, or professional topics.	<p>SE/Learning Site: p. 37, Unité 1, Act. 23.2; p. 42, Unité 1, Act. 28.1; p. 109, Unité 2, Act. 35.2; p. 130, Unité 3, Act. 7.2; p. 144, Unité 3, Act. 14.2; p. 153, Unité 3, Act. 19.3; p. 205, Unité 4, Act. 7.3; p. 223, Unité 4, Act. 19.3; p. 242, Unité 4, Act. 32.2; p. 244, Unité 4, Act. 35.3; p. 247, Unité 4, Act. 37.1; p. 270, Unité 5, Act. 13.2; p. 288, Unité 5, Act. 26.3; p. 297, Unité 5, Act. 33.2; p. 324, Unité 6, Act. 6.3; p. 340, Unité 6, Act. 15.2; p. 342, Unité 6, Act. 17.3; p. 367, Unité 6, Act. 37.2; p. 368, Unité 6, Act. 38.3; p. 373, Unité 6, Act. 41.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 54, Unité 1, Act. 37.3; p. 147, Unité 3, Act. 17.2; p. 289, Unité 5, Act. 27.3; p. 355, Unité 6, Act. 29.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 379, Unité 6, Presentational Assessment</p> <p>Assessment Summative, Final Exam: Presentational Assessment Option B</p>
WL.K12.AM.4.2	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.	<p>SE/Learning Site: p. 37, Unité 1, Act. 23.2; p. 42, Unité 1, Act. 28.1; p. 48, Unité 1, Act. 32.2; p. 49, Unité 1, Act. 33; p. 144, Unité 3, Act. 14.2; p. 153, Unité 3, Act. 19.3; p. 219, Unité 4, Act. 16.2; p. 223, Unité 4, Act. 19.3; p. 247, Unité 4, Act. 37.1; p. 270, Unité 5, Act. 13.2; p. 288, Unité 5, Act. 26.3; p. 297, Unité 5, Act. 33.2; p. 324, Unité 6, Act. 6.3; p. 340, Unité 6, Act. 15.2; p. 342, Unité 6, Act. 17.3; p. 353, Unité 6, Act. 26.2; p. 367, Unité 6, Act. 37.2; p. 373, Unité 6, Act. 41.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 54, Unité 1, Act. 37.3; p. 147, Unité 3, Act. 17.2; p. 244, Unité 4, Act. 35.3; p. 289, Unité 5, Act. 27.3; p. 355, Unité 6, Act. 29.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 379, Unité 6, Presentational Assessment</p> <p>Assessment Summative, Final Exam: Presentational Assessment Option B</p>
WL.K12.AM.4.3	Narrate, with ease and detail, events of current, public, or personal interest.	<p>SE/Learning Site: p. 36, Unité 1, Act. 22.1; p. 54, Unité 1, Act. 37.3; p. 130, Unité 3, Act. 7.2; p. 144, Unité 3, Act. 14.2; p. 153, Unité 3, Act. 19.3; p. 205, Unité 4, Act. 7.3; p. 223, Unité 4, Act. 19.3; p. 247, Unité 4, Act. 37.1; p. 270, Unité 5, Act. 13.2; p. 288, Unité 5, Act. 26.3; p. 297, Unité 5, Act. 33.2; p. 349, Unité 6, Act. 22.2; p. 373, Unité 6, Act. 41.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 55, Unité 1, Act. 38.3; p. 147, Unité 3, Act. 17.2; p. 244, Unité 4, Act. 35.3; p. 289, Unité 5, Act. 27.3</p> <p>Assessment Summative, Final Exam: Presentational Assessment Option C</p>

Florida Correlations

<p>WL.K12.AM.4.4</p>	<p>Prepare and deliver presentations based on inquiry or research.</p>	<p>SE/Learning Site: p. 37, Unité 1, Act. 23.2; p. 96, Unité 2, Act. 24; p. 109, Unité 2, Act. 35.2; p. 130, Unité 3, Act. 7.2; p. 153, Unité 3, Act. 19.3; p. 170, Unité 3, Act. 30.2; p. 170, Unité 3, Act. 30.3; p. 205, Unité 4, Act. 7.3; p. 216, Unité 4, Act. 14; p. 223, Unité 4, Act. 19.3; p. 228, Unité 4, Act. 24.2; p. 237, Unité 4, Act. 29.2; p. 247, Unité 4, Act. 37.1; p. 270, Unité 5, Act. 13.2; p. 288, Unité 5, Act. 26.3; p. 297, Unité 5, Act. 33.2; p. 324, Unité 6, Act. 6.3; p. 340, Unité 6, Act. 15.2; p. 342, Unité 6, Act. 17.3; p. 349, Unité 6, Act. 22.2; p. 367, Unité 6, Act. 37.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.2; p. 147, Unité 3, Act. 17.2; p. 244, Unité 4, Act. 35.3; p. 289, Unité 5, Act. 27.3; p. 355, Unité 6, Act. 29.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 379, Unité 6, Presentational Assessment</p> <p>Assessment Summative, Final Exam: Presentational Assessment Option B</p>
<p>WL.K12.AM.4.5</p>	<p>Narrate a story and describe reactions with clarity and detail.</p>	<p>SE/Learning Site: p. 54, Unité 1, Act. 37.3; p. 55, Unité 1, Act. 38.3; p. 144, Unité 3, Act. 14.2; p. 153, Unité 3, Act. 19.3; p. 247, Unité 4, Act. 37.1</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.2; p. 244, Unité 4, Act. 35.3</p> <p>Assessment Summative, Final Exam: Presentational Assessment Option C</p>
<p>WL.K12.AM.4.6</p>	<p>Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.</p>	<p>SE/Learning Site: p. 185, Unité 3, Act. 41.2; p. 205, Unité 4, Act. 7.3; p. 206, Unité 4, Act. 8.2; p. 212, Unité 4, Act. 12.1; p. 216, Unité 4, Act. 14; p. 223, Unité 4, Act. 19.3; p. 242, Unité 4, Act. 32.2; p. 247, Unité 4, Act. 37.1; p. 270, Unité 5, Act. 13.2; p. 288, Unité 5, Act. 26.3; p. 297, Unité 5, Act. 33.2; p. 307, Unité 5, Act. 42.2; p. 349, Unité 6, Act. 22.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 244, Unité 4, Act. 35.3; p. 289, Unité 5, Act. 27.3; p. 355, Unité 6, Act. 29.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 379, Unité 6, Presentational Assessment</p> <p>Assessment Summative, Final Exam: Presentational Assessment Option B</p>

Florida Correlations

Standard: Presentational Writing		
<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.AM.5.1	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.	<p>SE/Learning Site: p. 81, Unité 2, Act. 13.1; p. 96, Unité 2, Act. 24; p. 105, Unité 2, Act. 32; p.123, Unité 3, Act. 1.2; p. 145, Unité 3, Act. 15.2; p. 155, Unité 3, Act. 20.3; p. 161, Unité 3, Act. 25; p. 172, Unité 3, Act. 32; p. 185, Unité 3, Act. 41.2; p. 198, Unité 4, Act. 2.2; p. 213, Unité 4, Act. 12.3; p. 223, Unité 4, Act. 20.3; p. 226, Unité 4, Act. 22.3; p. 237, Unité 4, Act. 29.2; p. 265, Unité 5, Act. 8.1; p. 273, Unité 5, Act. 16.1; p. 273, Unité 5, Act. 16.2; p. 282, Unité 5, Act. 22.3; p. 288, Unité 5, Act. 26.2; p. 292, Unité 5, Act. 29.2; p. 292, Unité 5, Act. 29.3; p. 296, Unité 5, Act. 32.3; p. 302, Unité 5, Act. 38; p. 320, Unité 6, Act. 4; p. 329, Unité 6, Act. 9.3; p. 330, Unité 6, Act. 10.2; p. 353, Unité 6, Act. 27; p. 360, Unité 6, Act. 31.3; p. 366, Unité 6, Act. 36.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.2; p. 147, Unité 3, Act. 17.3; p. 217, Unité 4, Act. 15.2; p. 229, Unité 4, Act. 25.3; p. 274, Unité 5, Act. 17.3; p. 305, Unité 5, Act. 40.3; p. 343, Unité 6, Act. 18.2; p. 369, Unité 6, Act. 39.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 252, Unité 4, Presentational Assessment</p> <p>Assessment Summative, Comprehensive Exam: Presentational Assessment Option D</p>
WL.K12.AM.5.2	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.	<p>SE/Learning Site: p. 96, Unité 2, Act. 24; p. 155, Unité 3, Act. 20.3; p. 161, Unité 3, Act. 25; p. 172, Unité 3, Act. 32; p. 215, Unité 4, Act. 13.2; p. 223, Unité 4, Act. 20.3; p. 226, Unité 4, Act. 22.3; p. 273, Unité 5, Act. 16.2; p. 282, Unité 5, Act. 22.3; p. 288, Unité 5, Act. 26.2; p. 292, Unité 5, Act. 29.3; p. 296, Unité 5, Act. 32.3; p. 305, Unité 5, Act. 40.3; p. 307, Unité 5, Act. 42.1; p. 307, Unité 5, Act. 42.2; p. 329, Unité 6, Act. 9.3; p. 330, Unité 6, Act. 10.2; p. 354, Unité 6, Act. 28.2; p. 360, Unité 6, Act. 31.3; p. 366, Unité 6, Act. 36.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.3; p. 229, Unité 4, Act. 25.3; p. 274, Unité 5, Act. 17.3; p. 343, Unité 6, Act. 18.2; p. 369, Unité 6, Act. 39.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 252, Unité 4, Presentational Assessment</p> <p>Assessment Summative, Comprehensive Exam: Presentational Assessment Option D</p>

Florida Correlations

<p>WL.K12.AM.5.3</p>	<p>Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.</p>	<p>SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 9, Unité 1, Act. 2.2; p. 96, Unité 2, Act. 24; p. 105, Unité 2, Act. 32; p.123, Unité 3, Act. 1.2; p. 145, Unité 3, Act. 15.2; p. 155, Unité 3, Act. 20.3; p. 172, Unité 3, Act. 32; p. 185, Unité 3, Act. 41.2; p. 198, Unité 4, Act. 2.2; p. 213, Unité 4, Act. 12.3; p. 215, Unité 4, Act. 13.2; p. 226, Unité 4, Act. 22.3; p. 237, Unité 4, Act. 29.2; p. 247, Unité 4, Act. 37.2; p. 273, Unité 5, Act. 16.1; p. 273, Unité 5, Act. 16.2; p. 282, Unité 5, Act. 22.3; p. 288, Unité 5, Act. 26.2; p. 292, Unité 5, Act. 29.2; p. 292, Unité 5, Act. 29.3; p. 296, Unité 5, Act. 32.3; p. 317, Unité 6, Act. 1.1; p. 329, Unité 6, Act. 9.3; p. 353, Unité 6, Act. 27; p. 354, Unité 6, Act. 28.2; p. 360, Unité 6, Act. 31.3; p. 366, Unité 6, Act. 36.3; p. 367, Unité 6, Act. 38.1; p. 372, Unité 6, Act. 40.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 43, Unité 1, Act. 29.3; p. 147, Unité 3, Act. 17.3; p. 217, Unité 4, Act. 15.2; p. 229, Unité 4, Act. 25.3; p. 274, Unité 5, Act. 17.3; p. 305, Unité 5, Act. 40.3; p. 343, Unité 6, Act. 18.2; p. 369, Unité 6, Act. 39.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 252, Unité 4, Presentational Assessment</p> <p>Assessment Summative, Final Exam: Presentational Assessment Option A</p> <p>Assessment Summative, Comprehensive Exam: Presentational Assessment Option A</p>
<p>WL.K12.AM.5.4</p>	<p>Incorporate, with accuracy, idioms and culturally authentic expressions in writing.</p>	<p>SE/Learning Site: p. 9, Unité 1, Act. 2.2; p. 68, Unité 2, Act. 1.2; p. 96, Unité 2, Act. 24; p. 155, Unité 3, Act. 20.3; p. 172, Unité 3, Act. 32; p. 198, Unité 4, Act. 2.2; p. 226, Unité 4, Act. 22.3; p. 273, Unité 5, Act. 16.1; p. 273, Unité 5, Act. 16.2; p. 282, Unité 5, Act. 22.3; p. 288, Unité 5, Act. 26.2; p. 292, Unité 5, Act. 29.3; p. 296, Unité 5, Act. 32.3; p. 329, Unité 6, Act. 9.3; p. 342, Unité 6, Act. 17.2; p. 353, Unité 6, Act. 27; p. 360, Unité 6, Act. 31.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 43, Unité 1, Act. 29.3; p. 147, Unité 3, Act. 17.3; p. 217, Unité 4, Act. 15.2; p. 229, Unité 4, Act. 25.3; p. 274, Unité 5, Act. 17.3; p. 305, Unité 5, Act. 40.3; p. 369, Unité 6, Act. 39.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 252, Unité 4, Presentational Assessment</p> <p>Assessment Summative, Final Exam: Presentational Assessment Option A</p> <p>Assessment Summative, Comprehensive Exam: Presentational Assessment Option A</p>
<p>WL.K12.AM.5.5</p>	<p>Write with clarity following consistent control of time frames and mood.</p>	<p>SE/Learning Site: p. 9, Unité 1, Act. 2.2; p. 10, Unité 1, Act. 4; p. 46, Unité 1, Act. 31.2; p. 96, Unité 2, Act. 24; p. 105, Unité 2, Act. 32; p. 172, Unité 3, Act. 32; p. 200, Unité 4, Act. 4; p. 215, Unité 4, Act. 13.2; p. 260, Unité 5, Act. 4; p. 273, Unité 5, Act. 16.1; p. 273, Unité 5, Act. 16.2; p. 282, Unité 5, Act. 22.3; p. 333, Unité 6, Act. 11.3; p. 342, Unité 6, Act. 17.2; p. 353, Unité 6, Act. 27</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 111, Unité 2, Act. 37.2; p. 147, Unité 3, Act. 17.3; p. 274, Unité 5, Act. 17.3; p. 305, Unité 5, Act. 40.3</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 252, Unité 4, Presentational Assessment</p>

Florida Correlations

WL.K12.AM.5.6	Produce a persuasive essay and sustain and justify opinions and arguments in writing.	<p>SE/ Learning Site: p. 96, Unité 2, Act. 24; p.123, Unité 3, Act. 1.2; p. 145, Unité 3, Act. 15.2; p. 155, Unité 3, Act. 20.3; p. 172, Unité 3, Act. 32; p. 237, Unité 4, Act. 29.2; p. 240, Unité 4, Act. 31.2; p. 242, Unité 4, Act. 32.2; p. 273, Unité 5, Act. 16.1; p. 273, Unité 5, Act. 16.2; p. 282, Unité 5, Act. 22.3; p. 333, Unité 6, Act. 11.3; p. 360, Unité 6, Act. 31.3; p. 367, Unité 6, Act. 38.1; p. 372, Unité 6, Act. 40.3</p> <p>Assessment Summative (J’y arrive), SE/Learning Site: p. 252, Unité 4, Presentational Assessment</p>
WL.K12.AM.5.7	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.	<p>SE/Learning Site: p. 36, Unité 1, Act. 22.1; p. 68, Unité 2, Act. 1.2; p. 161, Unité 3, Act. 25; p. 222, Unité 4, Act. 19.2; p. 282, Unité 5, Act. 22.3; p. 333, Unité 6, Act. 11.3; p. 354, Unité 6, Act. 28.2</p> <p>Assessment Formative (J’avance), SE/Learning Site: p. 111, Unité 2, Act. 37.2</p>
Standard: Culture		
<i>The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i>		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.AM.6.1	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).	<p>SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 8, Unité 1, Act. 1.2; p. 14, Unité 1, Act. 7.1; p. 18, Unité 1, Act. 9.2; p. 49, Unité 1, Act. 34.1; p. 54, Unité 1, Act. 37.2; p. 81, Unité 2, Act. 13.1; p. 91, Unité 2, Act. 21.1; p. 92, Unité 2, Act. 21.2; p. 96, Unité 2, Act. 24; p. 108, Unité 2, Act. 35.1; p. 145, Unité 3, Act. 15.1; p. 146, Unité 3, Act. 16; p. 151, Unité 3, Act. 19.1; p. 155, Unité 3, Act. 20.2; p. 158, Unité 3, Act. 22.1; p. 172, Unité 3, Act. 32; p. 181, Unité 3, Act. 38.2; p. 196, Unité 4, Act. 1.2; p. 198, Unité 4, Act. 3; p. 204, Unité 4, Act. 7.1; p. 206, Unité 4, Act. 8.1; p. 208, Unité 4, Act. 10.1; p. 208, Unité 4, Act. 10.2; p. 219, Unité 4, Act. 17.1; p. 221, Unité 4, Act. 18; p. 227, Unité 4, Act. 23.1; p. 228, Unité 4, Act. 24.1; p. 231, Unité 4, Act. 26; p. 235, Unité 4, Act. 28.1; p. 243, Unité 4, Act. 34.1; p. 243, Unité 4, Act. 34.2; p. 247, Unité 4, Act. 38; p. 259, Unité 5, Act. 3; p. 260, Unité 5, Act. 4; p. 265, Unité 5, Act. 8.2; p. 267, Unité 5, Act. 10; p. 277, Unité 5, Act. 18.1; p. 279, Unité 5, Act. 20; p. 283, Unité 5, Act. 23.1; p. 283, Unité 5, Act. 23.2; p. 286, Unité 5, Act. 26.1; p. 292, Unité 5, Act. 29.1; p. 293, Unité 5, Act. 30; p. 298, Unité 5, Act. 34.1; p. 299, Unité 5, Act. 35.1; p. 300, Unité 5, Act. 35.2; p. 319, Unité 6, Act. 3; p. 333, Unité 6, Act. 11.2; p. 334, Unité 6, Act. 12.1; p. 341, Unité 6, Act. 17.1; p. 349, Unité 6, Act. 22.1; p. 350, Unité 6, Act. 24.1; p. 361, Unité 6, Act. 32.1; p. 362, Unité 6, Act. 32.2; p. 362, Unité 6, Act. 33.1; p. 363, Unité 6, Act. 32.2</p> <p>Assessment Formative (J’avance), SE/Learning Site: p. 355, Unité 6, Act. 29.2</p> <p>Assessment Summative (J’y arrive), SE/Learning Site: p. 312, Unité 5, Interpretive Assessment</p>
WL.K12.AM.6.2	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.	<p>SE/Learning Site: p. 92, Unité 2, Act. 21.2; p.123, Unité 3, Act. 1.2; p. 153, Unité 3, Act. 19.3; p. 155, Unité 3, Act. 20.2; p. 181, Unité 3, Act. 38.2; p. 185, Unité 3, Act. 41.1; p. 247, Unité 4, Act. 38; p. 267, Unité 5, Act. 10; p. 283, Unité 5, Act. 23.1; p. 283, Unité 5, Act. 23.2; p. 319, Unité 6, Act. 3; p. 320, Unité 6, Act. 4; p. 327, Unité 6, Act. 8; p. 333, Unité 6, Act. 11.2; p. 334, Unité 6, Act. 12.1; p. 341, Unité 6, Act. 17.1; p. 350, Unité 6, Act. 23; p. 350, Unité 6, Act. 24.1; p. 351, Unité 6, Act. 24.2</p>

Florida Correlations

<p>WL.K12.AM.6.3</p>	<p>Evaluate the effects of the target cultures' contributions on other societies.</p>	<p>SE/Learning Site: p. 37, Unité 1, Act. 23.1; p. 38, Unité 1, Act. 23.2; p. 57, Unité 1, Act. 41.1; p. 94, Unité 2, Act. 22.2; p. 138, Unité 3, Act. 11.1; p. 181, Unité 3, Act. 38.2; p. 185, Unité 3, Act. 41.1; p. 204, Unité 4, Act. 7.1; p. 208, Unité 4, Act. 10.2; p. 227, Unité 4, Act. 23.1; p. 235, Unité 4, Act. 28.1; p. 243, Unité 4, Act. 34.1; p. 243, Unité 4, Act. 34.2; p. 247, Unité 4, Act. 38; p. 259, Unité 5, Act. 3; p. 286, Unité 5, Act. 26.1; p. 293, Unité 5, Act. 30; p. 298, Unité 5, Act. 34.1; p. 327, Unité 6, Act. 8</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 312, Unité 5, Interpretive Assessment</p>
<p>WL.K12.AM.6.4</p>	<p>Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).</p>	<p>SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 8, Unité 1, Act. 1.2; p. 14, Unité 1, Act. 7.1; p. 17, Unité 1, Act. 9.1; p. 49, Unité 1, Act. 34.1; p. 54, Unité 1, Act. 37.2; p. 57, Unité 1, Act. 41.1; p. 92, Unité 2, Act. 21.2; p. 94, Unité 2, Act. 22.2; p. 108, Unité 2, Act. 35.1; p. 138, Unité 3, Act. 11.1; p. 145, Unité 3, Act. 15.1; p. 151, Unité 3, Act. 19.1; p. 153, Unité 3, Act. 19.3; p. 158, Unité 3, Act. 22.1; p. 185, Unité 3, Act. 41.1; p. 196, Unité 4, Act. 1.2; p. 198, Unité 4, Act. 3; p. 200, Unité 4, Act. 4; p. 203, Unité 4, Act. 6; p. 204, Unité 4, Act. 7.1; p. 208, Unité 4, Act. 10.1; p. 212, Unité 4, Act. 12.1; p. 214, Unité 4, Act. 13.1; p. 221, Unité 4, Act. 18; p. 228, Unité 4, Act. 24.1; p. 231, Unité 4, Act. 26; p. 240, Unité 4, Act. 32.1; p. 242, Unité 4, Act. 33; p. 246, Unité 4, Act. 36.1; p. 247, Unité 4, Act. 38; p. 259, Unité 5, Act. 3; p. 265, Unité 5, Act. 8.3; p. 267, Unité 5, Act. 10; p. 277, Unité 5, Act. 18.1; p. 279, Unité 5, Act. 20; p. 283, Unité 5, Act. 23.1; p. 283, Unité 5, Act. 23.2; p. 286, Unité 5, Act. 26.1; p. 292, Unité 5, Act. 29.1; p. 293, Unité 5, Act. 30; p. 294, Unité 5, Act. 31; p. 296, Unité 5, Act. 32.1; p. 298, Unité 5, Act. 34.1; p. 306, Unité 5, Act. 41.1; p. 317, Unité 6, Act. 1.1; p. 325, Unité 6, Act. 7.1; p. 327, Unité 6, Act. 8; p. 333, Unité 6, Act. 11.2; p. 349, Unité 6, Act. 22.1; p. 361, Unité 6, Act. 32.1; p. 362, Unité 6, Act. 32.2; p. 362, Unité 6, Act. 33.1; p. 363, Unité 6, Act. 32.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 355, Unité 6, Act. 29.2</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 312, Unité 5, Interpretive Assessment</p>

Standard: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through 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.)
<p>WL.K12.AM.7.1</p>	<p>Analyze, reinforce, and further knowledge of other disciplines through the target language.</p>	<p>SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 8, Unité 1, Act. 1.2; p. 9, Unité 1, Act. 3; p. 16, Unité 1, Act. 8; p. 17, Unité 1, Act. 9.1; p. 37, Unité 1, Act. 23.1; p. 94, Unité 2, Act. 22.2; p. 96, Unité 2, Act. 24; p. 96, Unité 2, Act. 25; p. 138, Unité 3, Act. 11.1; p. 145, Unité 3, Act. 15.1; p. 151, Unité 3, Act. 19.1; p. 172, Unité 3, Act. 32; p. 216, Unité 4, Act. 14; p. 221, Unité 4, Act. 18; p. 231, Unité 4, Act. 26; p. 242, Unité 4, Act. 33; p. 259, Unité 5, Act. 3; p. 267, Unité 5, Act. 11.1; p. 268, Unité 5, Act. 11.2; p. 279, Unité 5, Act. 20; p. 283, Unité 5, Act. 23.1; p. 283, Unité 5, Act. 23.2; p. 294, Unité 5, Act. 31; p. 299, Unité 5, Act. 34.2; p. 307, Unité 5, Act. 43; p. 325, Unité 6, Act. 7.1; p. 334, Unité 6, Act. 12.1; p. 335, Unité 6, Act. 12.2; p. 343, Unité 6, Act. 18.1; p. 370, Unité 6, Act. 40.1; p. 372, Unité 6, Act. 40.2; p. 373, Unité 6, Act. 42</p>
<p>WL.K12.AM.7.2</p>	<p>Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.</p>	<p>SE/Learning Site: p. 8, Unité 1, Act. 1.2; p. 16, Unité 1, Act. 8; p. 17, Unité 1, Act. 9.1; p. 37, Unité 1, Act. 23.1; p. 96, Unité 2, Act. 24; p. 96, Unité 2, Act. 25; p. 138, Unité 3, Act. 11.1; p. 145, Unité 3, Act. 15.1; p. 151, Unité 3, Act. 19.1; p. 153, Unité 3, Act. 19.3; p. 172, Unité 3, Act. 32; p. 216, Unité 4, Act. 14; p. 219, Unité 4, Act. 17.1; p. 221, Unité 4, Act. 18; p. 222, Unité 4, Act. 19.1; p. 231, Unité 4, Act. 26; p. 242, Unité 4, Act. 33; p. 259, Unité 5, Act. 3; p. 267, Unité 5, Act. 11.1; p. 268, Unité 5, Act. 11.2; p. 279, Unité 5, Act. 20; p. 283, Unité 5, Act. 23.1; p. 283, Unité 5, Act. 23.2; p. 294, Unité 5, Act. 31; p. 299, Unité 5, Act. 34.2; p. 307, Unité 5, Act. 43; p. 325, Unité 6, Act. 7.1; p. 333, Unité 6, Act. 11.2; p. 334, Unité 6, Act. 12.1; p. 335, Unité 6, Act. 12.2; p. 343, Unité 6, Act. 18.1; p. 370, Unité 6, Act. 40.1; p. 372, Unité 6, Act. 40.2; p. 373, Unité 6, Act. 42</p>

Florida Correlations

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.AM.8.1	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.	SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 8, Unité 1, Act. 1.2; p. 14, Unité 1, Act. 7.1; p. 37, Unité 1, Act. 23.1; p. 92, Unité 2, Act. 21.2; p. 93, Unité 2, Act. 21.3; p. 155, Unité 3, Act. 20.2; p. 204, Unité 4, Act. 7.1
WL.K12.AM.8.2	Analyze the sound symbol association between the target language and own.	SE/Learning Site: p. 222, Unité 4, Act. 19.2; p. 354, Unité 6, Act. 28.2 TE/Learning Site: p. 67, Unité 1, Act. 1.1; p. 127, Unité 3, Scaffold TE Note; p. 236, Unité 4, Scaffold TE Note; p. 323, Unité 5, Scaffold TE Note
WL.K12.AM.8.3	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.	SE/Learning Site: p. 7, Unité 1, Act. 1.1; p. 37, Unité 1, Act. 23.1; p. 108, Unité 2, Act. 35.1; p. 139, Unité 3, Act. 11.2; p. 151, Unité 3, Act. 19.1; p. 153, Unité 3, Act. 19.3; p. 155, Unité 3, Act. 20.2; p. 172, Unité 3, Act. 32; p. 185, Unité 3, Act. 41.1; p. 185, Unité 3, Act. 42; p. 204, Unité 4, Act. 7.1; p. 228, Unité 4, Act. 24.2; p. 267, Unité 5, Act. 11.1; p. 279, Unité 5, Act. 20; p. 306, Unité 5, Act. 41.2
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.AM.9.1	Use knowledge acquired in the target language to access information on careers and employment opportunities.	SE/Learning Site: p.123, Unité 3, Act. 1.2; p. 139, Unité 3, Act. 11.2; p. 335, Unité 6, Act. 13; p. 346, Unité 6, Act. 20.1; p. 363, Unité 6, Act. 34; p. 365, Unité 6, Act. 36.1
WL.K12.AM.9.2	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.	SE/Learning Site: p. 96, Unité 2, Act. 25; p.123, Unité 3, Act. 1.2; p. 139, Unité 3, Act. 11.2; p. 239, Unité 4, Act. 31.1; p. 335, Unité 6, Act. 13; p. 346, Unité 6, Act. 20.1

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. 24, Unité 1, Act. 14; p. 41, Unité 1, Act. 25; p. 48, Unité 1, Act. 32.1; p. 50, Unité 1, Act. 35; p. 80, Unité 2, Act. 12; p. 95, Unité 2, Act. 23; p. 107, Unité 2, Act. 34; p. 140, Unité 3, Act. 12; p. 160, Unité 3, Act. 23; p. 172, Unité 3, Act. 32; p. 176, Unité 3, Act. 35; p. 211, Unité 4, Act. 11; p. 224, Unité 4, Act. 21; p. 271, Unité 5, Act. 14; p. 284, Unité 5, Act. 24; p. 301, Unité 5, Act. 36; p. 336, Unité 6, Act. 14; p. 352, Unité 6, Act. 25; p. 364, Unité 6, Act. 35</p>

Florida Correlations

Standard 2: Demonstrate understanding by representing problems in multiple ways.		
<p>Clarifications Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.2.1	<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. 24, Unité 1, Act. 14; p. 41, Unité 1, Act. 25; p. 50, Unité 1, Act. 35; p. 80, Unité 2, Act. 12; p. 95, Unité 2, Act. 23; p. 107, Unité 2, Act. 34; p. 140, Unité 3, Act. 12; p. 160, Unité 3, Act. 23; p. 176, Unité 3, Act. 35; p. 211, Unité 4, Act. 11; p. 224, Unité 4, Act. 21; p. 239, Unité 4, Act. 30; p. 271, Unité 5, Act. 14; p. 284, Unité 5, Act. 24; p. 301, Unité 5, Act. 36; p. 336, Unité 6, Act. 14; p. 352, Unité 6, Act. 25; p. 364, Unité 6, Act. 35</p>
Standard 3: Complete tasks with mathematical fluency.		
<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. 		

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.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. 24, Unité 1, Act. 14; p. 41, Unité 1, Act. 25; p. 50, Unité 1, Act. 35; p. 80, Unité 2, Act. 12; p. 95, Unité 2, Act. 23; p. 107, Unité 2, Act. 34; p. 140, Unité 3, Act. 12; p. 160, Unité 3, Act. 23; p. 176, Unité 3, Act. 35; p. 211, Unité 4, Act. 11; p. 224, Unité 4, Act. 21; p. 239, Unité 4, Act. 30; p. 271, Unité 5, Act. 14; p. 284, Unité 5, Act. 24; p. 301, Unité 5, Act. 36; p. 336, Unité 6, Act. 14; p. 352, Unité 6, Act. 25; p. 364, Unité 6, Act. 35</p>
<p>Standard 4: Engage in discussions that reflect on the mathematical thinking of self and others.</p>		
<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. 24, Unité 1, Act. 14; p. 41, Unité 1, Act. 25; p. 50, Unité 1, Act. 35; p. 80, Unité 2, Act. 12; p. 95, Unité 2, Act. 23; p. 107, Unité 2, Act. 34; p. 140, Unité 3, Act. 12; p. 160, Unité 3, Act. 23; p. 176, Unité 3, Act. 35; p. 211, Unité 4, Act. 11; p. 224, Unité 4, Act. 21; p. 239, Unité 4, Act. 30; p. 271, Unité 5, Act. 14; p. 284, Unité 5, Act. 24; p. 301, Unité 5, Act. 36; p. 336, Unité 6, Act. 14; p. 352, Unité 6, Act. 25; p. 364, Unité 6, Act. 35</p>

Florida Correlations

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. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <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. 24, Unité 1, Act. 14; p. 41, Unité 1, Act. 25; p. 50, Unité 1, Act. 35; p. 80, Unité 2, Act. 12; p. 82, Unité 2, Act. 14.1; p. 95, Unité 2, Act. 23; p. 107, Unité 2, Act. 34; p. 140, Unité 3, Act. 12; p. 160, Unité 3, Act. 23; p. 176, Unité 3, Act. 35; p. 211, Unité 4, Act. 11; p. 224, Unité 4, Act. 21; p. 239, Unité 4, Act. 30; p. 271, Unité 5, Act. 14; p. 284, Unité 5, Act. 24; p. 301, Unité 5, Act. 36; p. 336, Unité 6, Act. 14; p. 352, Unité 6, Act. 25; p. 364, Unité 6, Act. 35</p>
Standard 6: Assess the reasonableness of solutions.		
<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	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: <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. 24, Unité 1, Act. 14; p. 41, Unité 1, Act. 25; p. 50, Unité 1, Act. 35; p. 80, Unité 2, Act. 12; p. 95, Unité 2, Act. 23; p. 107, Unité 2, Act. 34; p. 140, Unité 3, Act. 12; p. 160, Unité 3, Act. 23; p. 176, Unité 3, Act. 35; p. 211, Unité 4, Act. 11; p. 224, Unité 4, Act. 21; p. 239, Unité 4, Act. 30; p. 271, Unité 5, Act. 14; p. 284, Unité 5, Act. 24; p. 301, Unité 5, Act. 36; p. 336, Unité 6, Act. 14; p. 352, Unité 6, Act. 25; p. 364, Unité 6, Act. 35</p>

Florida Correlations

Standard 7: Apply mathematics to real-world contexts.		
Clarifications		
<p>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	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <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> <p>p. 24, Unité 1, Act. 14; p. 41, Unité 1, Act. 25; p. 50, Unité 1, Act. 35; p. 80, Unité 2, Act. 12; p. 95, Unité 2, Act. 23; p. 107, Unité 2, Act. 34; p. 140, Unité 3, Act. 12; p. 160, Unité 3, Act. 23; p. 176, Unité 3, Act. 35; p. 211, Unité 4, Act. 11; p. 224, Unité 4, Act. 21; p. 239, Unité 4, Act. 30; p. 271, Unité 5, Act. 14; p. 284, Unité 5, Act. 24; p. 301, Unité 5, Act. 36; p. 336, Unité 6, Act. 14; p. 352, Unité 6, Act. 25; p. 364, Unité 6, Act. 35</p>

Florida Correlations

Subject Area: English Language Arts (B.E.S.T.)		
Strand: Expectations		
Expectation: Cite evidence to explain and justify reasoning.		
Clarifications <ul style="list-style-type: none"> • K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. • 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. • 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. • 6-8 Students continue with previous skills and use a style guide to create a proper citation. • 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. 		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	SE/Learning Site: p. 41, Unité 1, Act. 26; p. 80, Unité 2, Act. 12; p. 93, Unité 2, Act. 21.3; p. 103, Unité 2, Act. 31.1; p. 110, Unité 2, Act. 36; p. 140, Unité 3, Act. 12; p. 177, Unité 3, Act. 36.1; p. 179, Unité 3, Act. 37.1; p. 204, Unité 4, Act. 7.1; p. 282, Unité 5, Act. 22.1; p. 298, Unité 5, Act. 34.1; p. 339, Unité 6, Act. 15.1; p. 354, Unité 6, Act. 28.1; p. 362, Unité 6, Act. 32.2 Assessment Formative (J’avance), SE/Learning Site: p. 183, Unité 3, Act. 39.1; p. 244, Unité 4, Act. 35.2
Expectation: Read and comprehend grade-level complex texts proficiently.		
Clarifications See Text Complexity for grade-level complexity bands and a text complexity rubric. https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	SE/Learning Site: p. 14, Unité 1, Act. 7.1; p. 14, Unité 1, Act. 7.2; p. 41, Unité 1, Act. 26; p. 80, Unité 2, Act. 12; p. 354, Unité 6, Act. 28.1; p. 81, Unité 2, Act. 13.1; p. 92, Unité 2, Act. 21.2; p. 103, Unité 2, Act. 31.1; p. 110, Unité 2, Act. 36; p. 158, Unité 3, Act. 22.1; p. 177, Unité 3, Act. 36.1; p. 179, Unité 3, Act. 37.1; p. 181, Unité 3, Act. 38.1; p. 185, Unité 3, Act. 41.1; p. 204, Unité 4, Act. 7.1; p. 298, Unité 5, Act. 34.1; p. 339, Unité 6, Act. 15.1; p. 354, Unité 6, Act. 28.1; p. 361, Unité 6, Act. 32.1; p. 366, Unité 6, Act. 36.3
Expectation: Make inferences to support comprehension.		
Clarifications Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELA.K12.EE.3.1	Make inferences to support comprehension.	SE/Learning Site: p. 41, Unité 1, Act. 26; p. 80, Unité 2, Act. 12; p. 103, Unité 2, Act. 31.1; p. 110, Unité 2, Act. 36; p. 137, Unité 3, Act. 10.1; p. 177, Unité 3, Act. 36.1; p. 179, Unité 3, Act. 37.1; p. 185, Unité 3, Act. 41.1; p. 204, Unité 4, Act. 7.1; p. 282, Unité 5, Act. 22.1; p. 354, Unité 6, Act. 28.1

Florida Correlations

Expectation: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.		
<p>Clarifications</p> <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. 93, Unité 2, Act. 21.3; p. 137, Unité 3, Act. 10.2; p. 172, Unité 3, Act. 32; p. 201, Unité 4, Act. 5.2; p. 223, Unité 4, Act. 20.2; p. 282, Unité 5, Act. 22.2</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 183, Unité 3, Act. 39.1; p. 244, Unité 4, Act. 35.1</p> <p>Assessment Summative (J'y arrive), SE/Learning Site: p. 379, Unité 6, Interpersonal Assessment</p>
Expectation: Use the accepted rules governing a specific format to create quality work.		
<p>Clarifications</p> <p>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.</p>		
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.	<p>SE/Learning Site: p. 74, Unité 2, Act. 7.3; p. 354, Unité 6, Act. 28.2; p. 104, Unité 2, Act. 31.2; p. 105, Unité 2, Act. 32; p. 172, Unité 3, Act. 32; p. 184, Unité 3, Act. 40.2; p. 185, Unité 3, Act. 41.2; p. 213, Unité 4, Act. 12.3; p. 215, Unité 4, Act. 13.2; p. 223, Unité 4, Act. 20.3; p. 282, Unité 5, Act. 22.3; p. 354, Unité 6, Act. 28.2; p. 366, Unité 6, Act. 36.3</p>
Expectation: Use appropriate voice and tone when speaking or writing.		
<p>Clarifications</p> <p>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.</p>		
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.	<p>SE/Learning Site: p. 137, Unité 3, Act. 10.2; p. 172, Unité 3, Act. 32; p. 185, Unité 3, Act. 41.2; p. 282, Unité 5, Act. 22.3</p> <p>Assessment Formative (J'avance), SE/Learning Site: p. 183, Unité 3, Act. 39.1; p. 183, Unité 3, Act. 39.2</p>

Florida Correlations

Subject Area: English Language Development Grade: K12 Body Of Knowledge: English Language Development for English Language Learners		
Cluster: Language of Social and instructional Purposes		
Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In-Depth Coverage Listed First) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	SE/Learning Site: p. 11, Unité 1, Act. 5; p. 13, Unité 1, Act. 6.2; p. 21, Unité 1, Act. 12.1; p. 24, Unité 1, Act. 14; p. 41, Unité 1, Act. 25; p. 50, Unité 1, Act. 35; p. 57, Unité 1, Act. 41.3; p. 67, Unité 2, Act. 1.1; p. 71, Unité 2, Act. 5; p. 75, Unité 1, Act. 8.1; p. 80, Unité 2, Act. 12; p. 91, Unité 1, Act. 21.1; p. 95, Unité 2, Act. 23; p. 101, Unité 2, Act. 29; p. 107, Unité 2, Act. 34; p. 112, Unité 2, Act. 38.2; p. 127, Unité 3, Act. 5; p. 140, Unité 3, Act. 12; p. 160, Unité 3, Act. 23; p. 176, Unité 3, Act. 35; p. 201, Unité 4, Act. 5.1; p. 211, Unité 4, Act. 11; p. 224, Unité 4, Act. 21; p. 237, Unité 4, Act. 29.2; p. 239, Unité 4, Act. 30; p. 239, Unité 4, Act. 31.1; p. 239, Unité 4, Act. 31.2; p. 261, Unité 5, Act. 5; p. 271, Unité 5, Act. 14; p. 282, Unité 5, Act. 22.3; p. 284, Unité 5, Act. 24; p. 301, Unité 5, Act. 36; p. 321, Unité 6, Act. 5.1; p. 336, Unité 6, Act. 14; p. 352, Unité 6, Act. 25; p. 364, Unité 6, Act. 35; p. 367, Unité 6, Act. 37.1; p. 373, Unité 6, Act. 41.3 TE/Learning Site: p. 127, Unité 3, Scaffold; p. 162, Unité 3, Scaffold; p. 236, Unité 4, Scaffold; p. 278, Unité 5, Scaffold; p. 323, Unité 6, Scaffold