



## Correlations of **D'accord! 1** to Florida Standards

BID # 0134  
 SUBMISSION TITLE                   D'accord! 1  
 GRADE LEVEL                         9-10-11-12  
 COURSE TITLE                        French 1  
 COURSE CODE #                     0701320  
 ISBN #                                 978-1-54330-190-8  
 PUBLISHER                            Vista Higher Learning  
 PUBLISHER ID                        04-3225428

BENCHMARK CODE	BENCHMARK	ACTIVITIES WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
WL.K12.NM.1.1	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.	<u>Student Edition/Teacher's Edition: <a href="#">p. 37</a>, <a href="#">p. 91 Act. 4</a>, <a href="#">p. 312 Act. 5</a></u>
WL.K12.NM.1.2	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.	<u>Student Edition/Teacher's Edition: <a href="#">p. 3 Act. 2</a>, <a href="#">p. 17 Act. 2</a>, <a href="#">p. 37</a>, <a href="#">p. 47 Act. 2</a>, <a href="#">p. 125</a></u>
WL.K12.NM.1.3	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.	<u>Student Edition/Teacher's Edition: <a href="#">p. 19 Compréhension</a>, <a href="#">p. 63</a>, <a href="#">p. 81 Compréhension</a>, <a href="#">p. 65 Act. 1</a>, <a href="#">p. 107 Compréhension</a>, <a href="#">p. 195 Compréhension</a></u>
WL.K12.NM.1.4	Demonstrate understanding of simple information supported by visuals through a variety of media.	<u>Student Edition/Teacher's Edition: <a href="#">p. 6 Act. 1</a>, <a href="#">p. 9 SI</a>, <a href="#">p. 24 Act. 1</a>, <a href="#">p. 50 Act. 1</a>, p. 53 SI, p. 51 Compréhension, <a href="#">p. 68 Act. 1</a>, <a href="#">p. 94 Act. 1</a>, <a href="#">p. 97 SI</a>, <a href="#">p. 107 Compréhension</a>, p. 109 Act. 3, p. 156 Act. 1, p. 138 Act. 1, <a href="#">p. 151 Compréhension</a>, <a href="#">p. 156 Act. 1</a>, <a href="#">p. 157 Act. 2</a>, <a href="#">p. 159 SI</a></u>
WL.K12.NM.1.5	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.	<u>Student Edition/Teacher's Edition: <a href="#">p. 13 Extra Practice anno</a>, <a href="#">p. 191 Culture practice anno</a>, <a href="#">p. 193 small groups anno</a>, <a href="#">p. 229 Le 14 juillet anno</a></u>

		Cultural and Authentic Activities ( <a href="#">online resource</a> ): p. 9 Act. 1; p. 9 Act. 3; p. 10 Act. 6; p. 24 Act. 2, p. 67 Act. 3; p. 113 Act. 2; p. 115 Act. 6; p. 116 Act. 9
WL.K12.NM.1.6	Follow short, simple directions.	<a href="#">Student Edition/Teacher's Edition: p. 159 SI</a>
WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.	<a href="#">Student Edition/Teacher's Edition: p. 257; p. 189 For Kinesthetic Learners anno; p. 191 For Kinesthetic Learners anno; p. 135 For Kinesthetic Learners anno</a>
WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.	<a href="#">Student Edition/Teacher's Edition: p. 125, p. 135 Act. 2, p. 153 Act. 3, p. 169, p. 179 Act. 2, p. 223 Act. 2, p. 301, p. 267 Act. 2, p. 285 Act. 2, p. 311 Act. 2, p. 329 Act. 2, p. 345</a>
WL.K12.NH.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.	<a href="#">Student Edition/Teacher's Edition: p. 195 Compréhension, p. 197 Act. 3, p. 213, p. 239 Compréhension, p. 241 Act. 2, p. 283 Compréhension, p. 301, p. 327 Compréhension</a>
WL.K12.NH.1.4	Demonstrate understanding of key points on familiar topics presented through a variety of media.	<a href="#">Student Edition/Teacher's Edition: p. 182 Act. 1, p. 185 SI, p. 195 Compréhension, p. 200 Act. 1, p. 213, p. 226 Act. 1, p. 229 SI, p. 244 Act. 1, p. 245 Act. 2, p. 182 Act. 1, p. 183 Act. 2, p. 273 SI, p. 283 Compréhension, p. 301, p. 317 SI, p. 327 Compréhension</a>
WL.K12.NH.1.5	Demonstrate understanding of simple stories or narratives.	<a href="#">Student Edition/Teacher's Edition: p. 288 Act. 1, p. 289 Act. 2, p. 314 Act. 1, p. 315 Act. 2, p. 332 Act. 1, p. 333 Act. 2</a>
WL.K12.NH.1.6	Follow directions or instructions to complete a task when expressed in short conversations.	<a href="#">Student Edition/Teacher's Edition: p. 151 Challenge anno; p. 150 Act. 2 &amp; anno; p. 158 Cultural Comparison anno; p. 159 Act. 3</a> <a href="#">Cultural and Authentic Activities (online resource): p. 55, Act. 11; p. 100 Act. 11</a>
WL.K12.NM.2.1	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.	<a href="#">Student Edition/Teacher's Edition: p. 3 Act. 1, p. 6 Act. 1, p. 7 Act. 2, p. 13 Act. 4, p. 16 Act. 3, p. 21 Act. 3, p. 22 Act. 6, p. 24 Act. 1, p. 25 Act. 2, p. 30 Act. 3, p. 31 Act. 5, p. 39 Q, p. 41 AP, p. 48 Act. 5, p. 56 Act. 3, p. 66 Act. 6, p. 68 Act. 1, p. 74 Act. 2, p. 78 Act. 1, p. 79 Act. 4, p. 80 Act. 2, p. 81, p. 83 Q, p. 84 AV, p. 85 AP, p. 94 Act. 1, p. 95 Act. 2, p. 110 Act. 4, p. 112 Act. 1, p. 113 Act. 2, p. 115 SI, p. 117 Identifiez, p. 117 Questions, p. 122 Act. 2, p. 127 Q, p. 128 AV, p. 129 AP, p. 138 Act. 1, p. 149 Act. 5, p. 154 Act. 4, p. 156 Act. 1, p. 157 Act. 2, p. 162 Act. 2, p. 165 Répondez, p. 171 Q, p. 172 AV, p. 173 AP, p. 188 Act. 2, p. 192 Act. 3, p. 197 Act. 2, p. 200 Act. 1, p. 206 Act. 3, p. 210 Act. 2, p. 215 Q, p. 224 Act. 4, p. 232 Act. 2, p. 238 Act. 3, p. 242 Act. 4, p. 244 Act. 1, p. 254 Act. 1, p. 270 Act. 1, p. 276 Act. 3, p. 280 Act. 2, p. 282 Act. 1, p. 282 Act. 4, p. 288 Act. 1, p. 298 Act. 2, p. 304 AV, p. 305 AP, p. 314 Act. 1, p. 317 Act. 2, p. 324 Act. 2, p. 326 Act. 4, p. 332 Act. 1, p. 333 Act. 2, p. 338 Act. 3, p. 342 Act. 1, p. 350 AV, p. 351285 AP</a>
WL.K12.NM.2.2	Demonstrate understanding of short, simple literary stories.	<a href="#">Student Edition/Teacher's Edition: p. 63 TELL Connection</a> <a href="#">Cultural and Authentic Activities (online resource): p. 39 Act. 7; p. 68 Act. 3; p. 72 Act. 12, p. 101 Act. 12</a>
WL.K12.NM.2.3	Demonstrate understanding of simple written announcements with prompting and support.	<a href="#">Student Edition/Teacher's Edition: p. 40 AV, p. 41 AP, p. 84 AV, p. 85 AP, p. 172 AV, p. 173 AP, p. 260 AV, p. 261 AP, p. 345</a>
WL.K12.NM.2.4	Recognize words and phrases when used in context on familiar topics.	<a href="#">Student Edition/Teacher's Edition: p. 3 Act. 3, p. 12 Act. 2, p. 16 Act. 1, p. 16 Act. 2, p. 16 Act. 3, p. 24 Act. 1, p. 29 Essayez, p. 30 Act. 1, p. 33 Essayez, p. 34 Act. 1, p. 34 Act. 2, p. 39 Q, p. 40 AV, p. 41 AP, p. 47 Act. 1, p. 47 Act. 3, p. 48 Act. 4, p. 50 Act. 1, p. 55 Essayez, p. 56 Act. 1, p. 56 Act.</a>

		3, p. 56 Act. 4, p. 60 Act. 3, p. 63, p. 65 Act. 2, p. 65 Act. 3, p. 68 Act. 1, p. 73 Essayez, p. 74 Act. 2, p. 75 Act. 6 p. 83 Q, p. 83 SI, p. 84 AV, p. 85 AL, p. 89 PC, p. 91 Act. 1, p. 91 Act. 2, p. 91 Act. 3, p. 92 Act. 6, p. 94 Act. 1, p. 96 Act. 1, p. 97 Act. 2, p. 100 Act. 1, p. 104 Act. 1, p. 107, p. 109 Act 1, p. 109 Act. 2, p. 110 Act. 4, p. 110 Act. 5, <a href="#">p. 112 Act. 1</a> , <a href="#">p. 113 Act. 2</a> , <a href="#">p. 114 Act. 1</a> , <a href="#">p. 115 Act. 2</a> , p. 117 Q, p. 118 Act. 1, p. 121 Essayez, p. 122 Act. 2, p. 127 Q, p. 128 AV, p. 129 AL, p. 133 PCp. 135 Act. 1, p. 135 Act. 3, p. 136 Act. 6, p. 138 Act. 1, p. 139 Act. 2, p. 140 Act. 1 p. 141 Act. 2, p. 143 Essayez, p. 144 Act. 1, p. 147 Essayez, p. 148 Act. 1, p. 148 Act. 3 p. 149 Act. 5p. 151, p. 153 Act. 1, p. 153 Act. 2, p. 154 Act. 5, p. 156 Act. 1, p; 157 Act. 2, p. 158 Act. 1, p. 159 Act. 2, p. 161 Essayez, p. 162 Act. 1, p. 162 Act. 3, p. 163 Act. 4, p. 164 Essayez, p. 165, p. 166 Act. 1, p. 166 Act. 2, p. 166 Act. 3, p. 167 Act. 6, p. 169, <a href="#">p. 171 Q</a> , <a href="#">p. 171 SI</a> , <a href="#">p. 172 AV</a> , <a href="#">p. 173 AL</a>
WL.K12.NH.2.1	Determine main idea from simple texts that contain familiar vocabulary used in context.	<u>Student Edition/Teacher's Edition:</u> <a href="#">p. 6 Act. 1</a> , <a href="#">p. 24 Act. 1</a> , <a href="#">p. 39 Q</a> , <a href="#">p. 63 Compréhension</a> , p. 68 Act. 1, p. 83 Q, p. 94 Act. 1, p. 96 Act. 1, p. 97 Act. 2, p. 107 Compréhension, p. 112 Act. 1, p. 114 Act. 1, p. 115 Act. 2, p. 117 Q, p. 127 Q, p. 138 Act. 1, p. 139 Act. 2, p. 140 Act. 1, p. 141 Act. 2, p. 151 Compréhension, p. 156 Act. 1, p. 157 Act. 2, p. 158 Act. 1, p. 159 Act. 2, p. 171 Q, p. 182 Act. 1, p. 183 Act. 2, p. 184 Act. 1, p. 185 Act. 2, <a href="#">p. 195 Compréhension</a> , <a href="#">p. 200 Act. 1</a> , <a href="#">p. 201 Act. 2</a> , <a href="#">p. 202 Act. 1</a> , p. 203 Act. 2, p. 215 Q, p. 226 Act. 1, p. 228 Act. 1, p. 229 Act. 2, p. 239 Compréhension, p. 244 Act. 1, p. 245 Act. 2, p. 246 Act. 1, p. 247 Act. 2, p. 259 Q, p. 270 Act. 1, p. 271 Act. 2, p. 272 Act. 1, p. 273 Act. 2, p. 283 Compréhension, p. 288 Act. 1, p. 289 Act. 2, p. 290 Act. 1, p. 291 Act. 2, p. 303 Q, p. 314 Act. 1, p. 316 Act. 1, p. 317 Act. 2, p. 327 Compréhension, p. 332 Act. 1, <a href="#">p. 334 Act. 1</a> , <a href="#">p. 335 Act. 2</a> , <a href="#">p. 347 Q</a> , <a href="#">p. 349 Q</a>
WL.K12.NH.2.2	Identify the elements of story such as setting, theme and characters.	<u>Student Edition/Teacher's Edition:</u> <a href="#">p. 63 TELL Connection</a> <u>Cultural and Authentic Activities (online resource):</u> p. 39-40 Act. 7; p. 82 Act. 2; p. 101 Act. 12
WL.K12.NH.2.3	Demonstrate understanding of signs and notices in public places.	<u>Student Edition/Teacher's Edition:</u> <a href="#">p. 5 Suggestions anno</a> , <a href="#">p. 39 Cultural Comparison anno</a> , <a href="#">p. 310 For Kinesthetic Learners anno</a> <u>Cultural and Authentic Activities (online resource):</u> p. 51 Act. 1; p. 52 Act. 5; p. 84 Act. 5; p. 99 Act. 8
WL.K12.NH.2.4	Identify key detailed information needed to fill out forms.	<u>Student Edition/Teacher's Edition:</u> <a href="#">p. 16 Act. 1</a> , <a href="#">p. 57 Act. 7</a> , <a href="#">p. 66 Act. 7</a> , <a href="#">p. 75 Act. 4</a> , p. 86 Act. 1, p. 87 Act. 2, p. 150 Act. 2, <a href="#">p. 163 #5</a> , <a href="#">p. 175 #3</a> , <a href="#">p. 219 Act. 3</a> , <a href="#">p. 238 Act. 4</a> , p. 262 Act. 1, p. 277 Act. 6, <a href="#">p. 330 Act. 4</a> , <a href="#">p. 343 Act. 4</a> , <a href="#">p. 344 Act. 2</a> , <a href="#">p. 345 Compréhension</a>
WL.K12.NM.3.1	Introduce self and others using basic, culturally-appropriate greetings.	<u>Student Edition/Teacher's Edition:</u> <a href="#">p. 3 Act. 1</a> , <a href="#">p. 3 Act. 3</a> , <a href="#">p. 4 Act. 4</a> , <a href="#">p. 4 Act. 5</a> , p. 4 Act. 5, p. 4 Act. 6, <a href="#">p. 9 Act. 2</a> , <a href="#">p. 18 Act. 4</a> , <a href="#">p. 35 Act. 6</a> , <a href="#">p. 36 Act. 1</a> , p. 36 Act. 2, <a href="#">p. 36 Act. 3</a> , <a href="#">p. 37</a> , <a href="#">p. 48 Act. 4</a> , <a href="#">p. 62 Act. 5</a>
WL.K12.NM.3.2	Participate in basic conversations using words, phrases, and memorized expressions.	<u>Student Edition/Teacher's Edition:</u> <a href="#">p. 4 Act. 4</a> , <a href="#">p. 4 Act. 6</a> , <a href="#">p. 7 Act. 3</a> , <a href="#">p. 18 Act. 2</a> , p. 18 Act. 5, p. 18 Act. 6, p. 22 Act. 5, p. 22 Act. 7, p. 36 Act. 6, p. 48 Act. 4, p. 48 Act. 7, p. 51 Act. 3, p. 57 Act. 6, p. 61 Act. 4, p. 61 Act. 5, p. 62 Act. 5, p. 62 Act. 6, p. 66 Act. 4, p. 66 Act. 5, p. Act. 6, p. 69 Act. 3, p. 75 Act. 4, p. 75 Act. 5, p. 75 Act. 6, p. 79 Act. 4, p. 79 Act. 5, p. 79 Act. 6, p. 92 Act. 5, p. 92 Act. 6, p. 92 Act. 7, p. 95 Act. 3, p. 97 Act. 3, p. 101 Act. 3, p. 101 Act. 4, p. 101 Act. 5, p. 101 Act. 6, p. 105 Act. 6, p. 107 Conversation, p. 110 Act. 5, p. 110 Act. 7, <a href="#">p. 115 Act. 3</a> , <a href="#">p. 119 At. 5</a> , <a href="#">p. 119 Act. 6</a> , <a href="#">p. 123 Act. 4</a> , p. 123 Act. 6, p. 124 Act. 3, p. 124 Act. 4, p. 124 Act. 5, p. 124 Act. 6, p. 136 Act. 4, p. 136 Act. 5, p. 141 Act. 3, p. 145 Act. 5, p. 145 Act. 6, p. 149 Act. 4, p. 149 Act. Act. 5, p. 149 Act. 6, p. 150 Act. 1, p. 150 Act. 2, p. 150 Act. 3, p. Act. 4, p. 150 Act. 5, p. 150

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WL.K12.NM.3.3	Ask simple questions and provide simple responses related to personal preferences.	Student Edition/Teacher's Edition: <a href="#">p. 4 Act. 4</a> , <a href="#">p. 4 Act. 6</a> , <a href="#">p. 7 Act. 3</a> , <a href="#">p. 18 Act. 2</a> , p. 18 Act. 5, p. 18 Act. 6, p. 22 Act. 5, p. 22 Act. 7, p. 36 Act. 6, p. 48 Act. 4, p. 48 Act. 7, p. 51 Act. 3, p. 57 Act. 6, p. 61 Act. 4, p. 61 Act. 5, p. 62 Act. 5, p. 62 Act. 6, p. 66 Act. 4, p. 66 Act. 5, p. Act. 6, p. 69 Act. 3, p. 75 Act. 4, p. 75 Act. 5, p. 75 Act. 6, p. 79 Act. 4, p. 79 Act. 5, p. 79 Act. 6, p. 92 Act. 5, p. 92 Act. 6, p. 92 Act. 7, p. 95 Act. 3, p. 97 Act. 3, p. 101 Act. 3, p. 101 Act. 4, p. 101 Act. 5, p. 101 Act. 6, p. 105 Act. 6, p. 107 Conversation, p. 110 Act. 5, p. 110 Act. 7, <a href="#">p. 115 Act. 3</a> , <a href="#">p. 119 At. 5</a> , <a href="#">p. 119 Act. 6</a> , <a href="#">p. 123 Act. 4</a> , p. 123 Act. 6, p. 124 Act. 3, p. 124 Act. 4, p. 124 Act. 5, p. 124 Act. 6, p. 136 Act. 4, p. 136 Act. 5, p. 141 Act. 3, p. 145 Act. 5, p. 145 Act. 6, p. 149 Act. 4, p. 149 Act. Act. 5, p. 149 Act. 6, p. 150 Act. 1, p. 150 Act. 2, p. 150 Act. 3, p. Act. 4, p. 150 Act. 5, p. 150 Act. 6, p. 151 Conversation, p. 154 Ac. Act. 4, p. 154 Act. 5, p. 154 Act. 6, p. 154 Act. 7, p. 157 Act. 3, p. 159 Act. 3, p. 63 Act. 4, p. 16 Act. 5, p. 163 Act. 6, p. 167 Act. 6, p. 167 Act. 7, p. 168 Act. 2, p. 168 Act. 3, p. 168 Act. 4, <a href="#">p. 168 Act. 5</a> , <a href="#">p. 168 Act. 6</a> , <a href="#">p. 169 Et vous</a> , <a href="#">p. 173 L'invitation</a>
WL.K12.NM.3.4	Exchange essential information about self, family, and familiar topics.	Student Edition/Teacher's Edition: <a href="#">p. 4 Act. 4</a> , <a href="#">p. 4 Act. 6</a> , <a href="#">p. 7 Act. 3</a> , <a href="#">p. 18 Act. 2</a> , p. 18 Act. 5, p. 18 Act. 6, p. 22 Act. 5, p. 22 Act. 7, p. 36 Act. 6, p. 48 Act. 4, p. 48 Act. 7, p. 51 Act. 3, p. 57 Act. 6, p. 61 Act. 4, p. 61 Act. 5, p. 62 Act. 5, p. 62 Act. 6, p. 66 Act. 4, p. 66 Act. 5, p. Act. 6, p. 69 Act. 3, p. 75 Act. 4, p. 75 Act. 5, p. 75 Act. 6, p. 79 Act. 4, p. 79 Act. 5, p. 79 Act. 6, p. 92 Act. 5, p. 92 Act. 6, p. 92 Act. 7, p. 95 Act. 3, p. 97 Act. 3, p. 101 Act. 3, p. 101 Act. 4, p. 101 Act. 5, p. 101 Act. 6, p. 105 Act. 6, p. 107 Conversation, p. 110 Act. 5, p. 110 Act. 7, <a href="#">p. 115 Act. 3</a> , <a href="#">p. 119 At. 5</a> , <a href="#">p. 119 Act. 6</a> , <a href="#">p. 123 Act. 4</a> , p. 123 Act. 6, p. 124 Act. 3, p. 124 Act. 4, p. 124 Act. 5, p. 124 Act. 6, p. 136 Act. 4, p. 136 Act. 5, p. 141 Act. 3, p. 145 Act. 5, p. 145 Act. 6, p. 149 Act. 4, p. 149 Act. Act. 5, p. 149 Act. 6, p. 150 Act. 1, p. 150 Act. 2, p. 150 Act. 3, p. Act. 4, p. 150 Act. 5, p. 150 Act. 6, p. 151 Conversation, p. 154 Ac. Act. 4, p. 154 Act. 5, p. 154 Act. 6, p. 154 Act. 7, p. 157 Act. 3, p. 159 Act. 3, p. 63 Act. 4, p. 16 Act. 5, p. 163 Act. 6, p. 167 Act. 6, p. 167 Act. 7, p. 168 Act. 2, p. 168 Act. 3, p. 168 Act. 4, <a href="#">p. 168 Act. 5</a> , <a href="#">p. 168 Act. 6</a> , <a href="#">p. 169 Et vous</a> , <a href="#">p. 173 L'invitation</a>
WL.K12.NM.3.5	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.	Student Edition/Teacher's Edition: <a href="#">p. 13 Act. 7</a> , <a href="#">p. 18 Act. 1</a> , <a href="#">p. 18 Act. 3</a> , <a href="#">p. 60 Act. 3</a> , p. 79 Act. 4, p. 79 Act. 5, p. 79 Act. 6, p. 80 Act. 2, p. 80 Act. 5, p. 80 Act. 6, <a href="#">p. 81</a> , <a href="#">p. 119 Act. 4</a> , <a href="#">p. 119 Act. 5</a> , <a href="#">p. 119 Act. 6</a> , p. 124 Act. 1, p. 124 Act. 4, p. 150 Act. 4, p. 154 Act. 4, p. 168 Act. 3, p. 206 Act. 3, <a href="#">p. 207 Act. 5</a> , <a href="#">p. 207 Act. 6</a> , <a href="#">p. 212 Act. 4</a> , <a href="#">p. 212 Act. 5</a>
WL.K12.NM.3.6	Use appropriate gestures, body language, and intonation to clarify a message.	Student Edition/Teacher's Edition: <a href="#">p. 123 Act. 3</a> , <a href="#">p. 312 Act. 5</a>
WL.K12.NM.3.7	Understand and respond appropriately to simple directions.	Student Edition/Teacher's Edition: <a href="#">p. 123 Act. 6</a> , <a href="#">p. 124 Act. 3</a> , <a href="#">p. 124 Act. 5</a> , <a href="#">p. 145 Act. 6</a>
WL.K12.NM.3.8	Differentiate among oral statements, questions, and exclamations in order to determine meaning.	Student Edition/Teacher's Edition: <a href="#">p. 75 Act. 5</a> , <a href="#">p. 181 Articulez</a>
WL.K12.NH.3.1	Engage in short social interactions using phrases and simple sentences.	Student Edition/Teacher's Edition: <a href="#">p. 110 Act. 7</a> , <a href="#">p. 168 Act. 1</a> , <a href="#">p. 193 Act. 4</a> , <a href="#">p. 210 Act. 3</a> , <a href="#">p. 281 Act. 6</a> , <a href="#">p. 229 Act. 5</a>
WL.K12.NH.3.2	Exchange information about familiar tasks, topics and activities, including personal information.	Student Edition/Teacher's Edition: <a href="#">p. 6 Act. 6</a> , <a href="#">p. 7 Act. 3</a> , <a href="#">p. 9 Act. 3</a> , <a href="#">p. 19 Application</a> , p. 31 Ac. 7, p. 35 Act. 6, p. 36 Act. 1-6, p. 37 Présentations, p. 48 Act. 4, p. 48 Act. 6, p. 51 Act. 3, p. 57

		Act. 5 - 8, p. 62 Act. 1-6, p. 66 Act. 4-6, p. 69 Act. 3, p. 75 Act. 4-6, p. 79 Act. 4-6, , p. 80 Act. 1-6, p. 81 Votre emploi du temps, p. 92 Act. 6-7, p. 95 Conversez, 101 Act. 4, p. 113 Act. 3, p. 145 Act. 6, p. 150 Act. 1, p. 150 Act. 3, p. 159 Act. 3, p. 163 Act. 4, p. 167 Act. 6, p. 169 Act. 1-6, p. 169 Et vous, p. p. 173 L'invitation, p. 180 Act. 4-7, p. 183 Act. 3, p. 185 Act. 3, p. 189 Act 4-6, p. 193 Act. 5-6, p. 194 Act. 1-2, 4-6, p. 198 Act. 4-6, p. 201 Act. 3, p. 203 Act. 3, <a href="#">p. 207 Act. 5-6</a> , <a href="#">p. 211 Act. 4-6</a> , <a href="#">p. 212 Act. 2-6</a> , <a href="#">p. 217 Une invitation</a> , p. 224 Act. 5-6, p. 227 Act. 3, p. 229 Act. 3, p. 23 Act. 4-7, p. 237 Act. 4-7, p. 238 Act. 1, p. 238 Act. 3-6, p. 242 Act. 5-6, p. 245 Act. 3, p. 247 Act. 3, p. 251 Act. 4-6, p. 255 Act. 5-8, p. 256 Act. 1-2, 4-6, p. 261 On va à la fête, p. 268 Act. 4-7, p. 271 Act. 3, p. 273 Act. 3, p. 277 Act. 5-7, p. 281 Act. 5-6, p. 282 Act. 1-6, p. 286 Act. 4-6, p. 291 Act. 3, p. 295 Act. 5-6, p. 299 Act. 5-6, p. 300 Act. 1, p. 300 3-6, p. 301 Vore voyage, p. 305 Partons en Corse, p. 312 Act. 4, p. 312 Act.. 6-7, p. 315 Act. 3, p. 317 Ac. 3, p. 321 Act. 5-7, p. 325 4-7, p. 326 Act. 1-5, p. 330 Act. 4-6, <a href="#">p. 335 Act. 3</a> , <a href="#">p. 339 Act. 4-6</a> , <a href="#">p. 343 Act. 4-6</a> , <a href="#">p. 344 Act. 1-3</a>
WL.K12.NH.3.3	Exchange information using simple language about personal preferences, needs, and feelings.	Student Edition/Teacher's Edition: <a href="#">p. 75, Act. 4</a> , <a href="#">p. 75 Ap. 75, Act. 4</a> , <a href="#">p. 75 Act. 6</a> , <a href="#">p. 80 Act. 1</a> , p. 80 Act. 5, p. 136 Act. 4, p. 180 Act. 4, p. 194 Act. 2, p. 194 Act. 3, p. 194 Act. 4, p. 242 Act. 4, p. 212 Act. 3, p. 217, p. 233 Act. 5, p. 233 Act. 6, p. 245 Act. 3, p. 247 Act. 4, p. 256 Act. 4, p. 268 Act. 4, p. 286 Act. 5, p. 291 Act. 3, <a href="#">p. 312 Act. 7</a> , <a href="#">p. 315 Act. 3</a> , <a href="#">p. 317 Act. 3 Act. 6</a> , <a href="#">p. 80 Act. 1</a> , p. 80 Act. 5, p. 136 Act. 4, p. 180 Act. 4, p. 194 Act. 2, p. 194 Act. 3, p. 194 Act. 4, p. 242 Act. 4, p. 212 Act. 3, p. 217, p. 233 Act. 5, p. 233 Act. 6, p. 245 Act. 3, p. 247 Act. 4, p. 256 Act. 4, p. 268 Act. 4, p. 286 Act. 5, <a href="#">p. 291 Act. 3</a> , <a href="#">p. 312 Act. 7</a> , <a href="#">p. 315 Act. 3</a> , <a href="#">p. 317 Act. 3</a>
WL.K12.NH.3.4	Ask and answer a variety of questions about personal information.	Student Edition/Teacher's Edition: <a href="#">p. 101 Act. 5</a> , <a href="#">p. 101 Act. 6</a> , <a href="#">p. 111 Act. 7</a> , <a href="#">p. 119 Act. 4</a> , p. 119 Act. 5, p. 173 AP, p. 180 Act. 4, p. 180 Act. 6, p. 185 Act. 3, p. 189 Act. 4, p. 189 Act. 5, p. 189 Act. 6, p. 193 Act. 5, <a href="#">p. 198 Act. 4</a> , <a href="#">p. 201 Act. 3</a> , <a href="#">p. 237 Act. 6</a> , <a href="#">p. 242 Act. 5</a> , p. 242 Act. 6, p. 255 Act. 7, p. 256 Act. 4, p. 268 Act. 4, p. 277 Act. 6-7, p. 281 Act. 6, p. 282 Act. 3, <a href="#">p. 282 Act. 5</a> , <a href="#">p. 286 Act. 4</a> , <a href="#">p. 295 Act. 5</a> , <a href="#">p. 299 Act. 5</a>
WL.K12.NH.3.5	Exchange information about meeting someone including where to go, how to get there, and what to do and why.	Student Edition/Teacher's Edition: <a href="#">p. 168 Act. 4</a> , <a href="#">p. 144 Act. 3</a> , <a href="#">p. 145 Act. 4-6</a> , <a href="#">p. 149 Act. 4</a> , <a href="#">p. 150 Act. 1</a> , <a href="#">p. 150 Act. 6</a> , <a href="#">p. 238 Act. 2</a> , <a href="#">p. 268 Act. 7</a> , <a href="#">p. 273 Act. 3</a> , <a href="#">p. 276 Act. 4</a> , <a href="#">p. 282 Act. 3</a> , <a href="#">p. 282 Act. 5</a> , <a href="#">p. 343 Act. 6</a>
WL.K12.NH.3.6	Use basic language skills supported by body language and gestures to express agreement and disagreement.	Student Edition/Teacher's Edition: <a href="#">p. 60 Act. 2</a> , <a href="#">p. 255 Act. 6</a>
WL.K12.NH.3.7	Ask for and give simple directions to go somewhere or to complete a task.	Student Edition/Teacher's Edition: <a href="#">p. 60 Act. 1</a> , <a href="#">p. 275 Act. 3</a>
WL.K12.NH.3.8	Describe a problem or a situation with sufficient details in order to be understood.	Student Edition/Teacher's Edition: <a href="#">p. 18 Act. 3</a> , <a href="#">p. 22 Act. 6-7</a> , <a href="#">p. 34 Act. 3</a> , <a href="#">p. 34 Act. 6</a> , p. 36 Act. 3, p. 48 Act. 6, p. 57 Act. 6, p. 62 Act. 1, p. 66 Act. 6, p. 75 Act. 4, p. 80 Act. 1, p. 80 Act. 4, p. 92 Act. 6-7, p. 106 Act. 3, p. 106 Act. 6, p. 113 Act. 3, p. 123 Act. 6-7, p. 150 Act. 1, <a href="#">p. 154 Act. 7</a> , <a href="#">p. 183 Act. 3</a> , <a href="#">p. 195 Act. 5</a> , <a href="#">p. 238 Act. 5</a> , p. 242 Act. 5, p. 242 Act. 7, p. 247 Act. 3, p. 20 1 Act. 6, p. 261 AP, p. 268 Act. 5, p. p. 277 Act. 6, p. 286 Act. 6, p. 291 Act. 3, p. 299 Act. 6, p. 249 AP, p. 312 Act. 7, p. 315 Act. 3, p. 317 Act. 3, <a href="#">p. 321 Act. 6</a> , <a href="#">p. 326 Act. 2</a> , <a href="#">p. 326 Act. 4</a> , <a href="#">p. 350 AV</a>

WL.K12.NM.4.1	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.	Student Edition/Teacher's Edition: <a href="#">p. 31 Act. 7</a> , <a href="#">p. 57 5-6</a> , <a href="#">p. 80 Act. 1</a> , <a href="#">p. 81 Votre emploi</a> , pp. 86-87, <a href="#">p. 136 Act. 1</a> , <a href="#">p. 136 Act. 6</a> , <a href="#">p. 194 Act. 2-3</a> , <a href="#">p. 201 Act. 3</a> , p. 212 Act. 3, <a href="#">p. 231 Quelle ville</a> , <a href="#">p. 224 Act. 6</a> , <a href="#">p. 229 Act. 3</a> , <a href="#">p. 335 Act. 3</a>
WL.K12.NM.4.2	Present personal information about self and others.	Student Edition/Teacher's Edition: <a href="#">p. 7 Act. 3</a> , <a href="#">p. 34 Act. 3</a> , <a href="#">p. 36 Act. 4</a> , <a href="#">p. 57 Act. 5</a> , p. 62 Act. 5, p. 95 Act. 3, p. 97 Act. 3, p. 95 SI, p. 101 Act. 6, p. 105 Act. 4, p. 238 Act. 3, p. 238 Act. 7, p. 245 Act. 3, p. 247 Act. 3, p. 247 SI, p. 271 Act. 3, p. <a href="#">p. 282 Act. 1</a> , <a href="#">p. 286 Act. 2</a> , <a href="#">p. 286 Ac. 7</a> , <a href="#">p. 289 Act. 3</a> , p. 291 Act. 3, p. 295 Ac. 7, p. 299 Act. 6, p. 299 Act. 8, p. 300 Act. 4, p. 301 Votre voyage, p. 315 Act. 3, <a href="#">p. 326 Act. 5</a> , <a href="#">p. 330 Act. 6</a> , <a href="#">p. 330 Act. 7</a> , <a href="#">p. 335 Act. 3</a>
WL.K12.NM.4.3	Express likes and dislikes.	Student Edition/Teacher's Edition: <a href="#">p. 48 Act. 4</a> , <a href="#">p. 51 Act. 3</a> , <a href="#">p. 57 Act. 6</a> , <a href="#">p. 57 Act. 8</a> , p. 61 Act. 4, p. 61 Act. 6, p. 62 Act. 2, p. 62 Act. 3, p. 62 Act. 4, p. 62 Act. 6, p. 80 Act. 4, <a href="#">p. 80 Act. 5</a> , <a href="#">p. 82 Votre emploi</a> , <a href="#">p. 180 Act. 4</a> , <a href="#">p. 193 Act. 6</a> , p. 194 Act. 4, p. 227 Act. 3, p. 245 Act. 3, p. 256 Act. 4, p. 282 Act. 2, p. 291 Act. 3, <a href="#">p. 201 Votre voyage</a> , <a href="#">p. 312 Act. 7</a> , <a href="#">p. 315 Act. 3</a> , <a href="#">p. 344 Act. 2</a>
WL.K12.NM.4.4	Provide an account of daily activities.	Student Edition/Teacher's Edition: <a href="#">p. 80 Act. 5</a> , <a href="#">p. 80 Act. 6</a> , <a href="#">p. 150 Act. 1</a> , <a href="#">p. 194 Act. 3</a> , <a href="#">p. 299 Act. 5-6</a> , <a href="#">p. 321 Act. 4</a> ,
WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.	Student Edition/Teacher's Edition: <a href="#">p. 66 Act. 5</a> , <a href="#">p. 75 Act. 5</a> , <a href="#">p. 150 Act. 1</a> , <a href="#">p. 154 Act. 6</a> , <a href="#">p. 157 Act. 3</a> , <a href="#">p. 163 Act. 6</a> , <a href="#">p. 183 Act. 3</a> , <a href="#">p. 189 Act. 5</a> , <a href="#">p. 194 Act. 3</a> , <a href="#">p. 198 Act. 7</a> , <a href="#">p. 224 Act. 6</a> , <a href="#">p. 233 Act. 5</a> , <a href="#">p. 237 Ac. 6</a> , <a href="#">p. 280 Act. 4</a> ,
WL.K12.NM.4.6	Present simple information about a familiar topic using visuals.	Student Edition/Teacher's Edition: <a href="#">p. 115 Act. 3</a> , <a href="#">p. 151 Application</a> , <a href="#">p. 239 Application</a> , <a href="#">p. 247 Act. 3</a> , <a href="#">p. 283 Application</a>
WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.	Student Edition/Teacher's Edition: <a href="#">p. 35 Act. 6</a> , <a href="#">p. 37 Présentations</a> , <a href="#">p. 63 Application</a> , <a href="#">p. 151 Application</a> , <a href="#">p. 185 Act. 3</a> , <a href="#">p. 195 Application</a> , <a href="#">p. 239 Application</a> , <a href="#">p. 283 Application</a> , <a href="#">p. 299 Act. 8</a> , <a href="#">p. 327 Application</a>
WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.	Student Edition/Teacher's Edition: <a href="#">p. 4 Act. 6</a> , <a href="#">p. 22 Act. 4</a> , <a href="#">p. 31 Act. 6</a> , <a href="#">p. 69 Act. 3</a> , <a href="#">p. 81</a> , <a href="#">p. 13 Act. 6</a> , <a href="#">p. 213</a> , <a href="#">p. 296 Act. 6</a> , <a href="#">p. 300 Act. 3</a> , <a href="#">p. 312 Act. 5</a> , <a href="#">p. 325 Act. 5</a>
WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.	Student Edition/Teacher's Edition: <a href="#">p. 18 Act. 4</a> , <a href="#">p. 36 Act. 3</a> , <a href="#">p. 62 Act. 5</a> , <a href="#">p. 80 Act. 5</a> , <a href="#">p. 124 Act. 5</a> , <a href="#">p. 168 Act. 5</a> , <a href="#">p. 224 Act. 6</a> , <a href="#">p. 251 Act. 5</a> , <a href="#">p. 256 Act. 5</a> , <a href="#">p. 326 Act. 5</a>
WL.K12.NH.4.4	Present personal information about one's self and others.	Student Edition/Teacher's Edition: <a href="#">p. 22 Act. 4</a> , <a href="#">p. 25 Act. 3</a> , <a href="#">p. 48 Act. 7</a> , <a href="#">p. 51 Act. 3</a> , p. 62 Act. 2, p. 63, p. 101 Act. 6, <a href="#">p. 105 Act. 6</a> , <a href="#">p. 163 Act. 4</a> , <a href="#">p. 167 Act. 6</a> , <a href="#">p. 180 Act. 6</a> , p. 183 Act. 3, p. 185 Act. 3, <a href="#">p. 189 Act. 5</a> , <a href="#">p. 233 Act. 5</a> , <a href="#">p. 237 Act. 6</a> , <a href="#">p. 245 Act. 3</a>
WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.	Student Edition/Teacher's Edition: <a href="#">p. 106 Act. 5</a> , <a href="#">p. 183 Act. 3</a>
WL.K12.NH.4.6	Use verbal and non verbal communication when making announcements or introductions.	Student Edition/Teacher's Edition: <a href="#">p. 4 Act. 6</a>
WL.K12.NM.5.1	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.	Student Edition/Teacher's Edition: <a href="#">p. 35 Act. 6</a> , <a href="#">p. 36 Act. 2</a> , <a href="#">p. 41 AP</a> , <a href="#">pp. 42-43</a> , <a href="#">p. 69 Act. 3</a> , <a href="#">p. 172 AV</a> , <a href="#">p. 198 Act. 5</a> , <a href="#">p. 213</a> , <a href="#">pp. 218-219</a> , <a href="#">pp. 262-263</a> , <a href="#">pp.353-353</a>
WL.K12.NM.5.2	Fill out a simple form with basic information.	Student Edition/Teacher's Edition: <a href="#">pp. 42-43</a> , <a href="#">p. 66 Act. 7</a> , <a href="#">pp. 86-87</a> , <a href="#">pp. 130-131</a> , <a href="#">p. 174-175</a> , <a href="#">p. 180 Act. 7</a> , <a href="#">p. 262-263</a> , <a href="#">p. 306-307</a> , <a href="#">p. 352-353</a>



WL.K12.NM.5.3	Write simple sentences about self and/or others.	Student Edition/Teacher's Edition: <a href="#">p. 36 Act. 5</a> , <a href="#">p. 74 Act. 3</a> , <a href="#">pp. 86-87</a> , <a href="#">p. 113 Act. 3</a> , <a href="#">pp. 130-131</a> , <a href="#">p. 136 Act. 6</a> , <a href="#">p. 139 Act. 3</a> , <a href="#">p. 168 Act. 4</a> , <a href="#">p. 180 Act. 7</a> , <a href="#">pp. 282-283</a>
WL.K12.NM.5.4	Write simple sentences that help in day-to-day life communication.	Student Edition/Teacher's Edition: <a href="#">p. 74 Act. 3</a> , <a href="#">p. 113 Act. 3</a> , <a href="#">p. 168 Act. 3</a> , <a href="#">p. 183 Act. 3</a> , <a href="#">p. 239</a> , <a href="#">pp. 352-353</a>
WL.K12.NM.5.5	Write about previously acquired knowledge and experiences.	Student Edition/Teacher's Edition: <a href="#">pp. 86-87</a> , <a href="#">pp. 130-131</a> , <a href="#">p. 174-175</a> , <a href="#">pp. 262-263</a> , <a href="#">p. 352-353</a>
WL.K12.NM.5.6	Pre-write by drawing pictures to support ideas related to a task.	Student Edition/Teacher's Edition: <a href="#">pp. 86-87</a> , <a href="#">pp. 130-131</a> , <a href="#">pp. 218-219</a> , <a href="#">pp. 306-307</a>
WL.K12.NM.5.7	Draw pictures in sequence to demonstrate a story plot.	Student Edition/Teacher's Edition: <a href="#">p. 333 Presentational Writing Practice anno Cultural and Authentic Activities (online resource)</a> ; <a href="#">p. 70 Act. 8</a> ; <a href="#">p. 97 Act. 1</a> , <a href="#">p. 115 Act. 7</a>
WL.K12.NH.5.1	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	Student Edition/Teacher's Edition: <a href="#">p. 110 Act. 6</a> , <a href="#">p. 300 Act. 4</a> , <a href="#">p. 351 AP</a>
WL.K12.NH.5.2	Write simple statements to describe aspects of daily life.	Student Edition/Teacher's Edition: <a href="#">p. 36 Act. 5</a> , <a href="#">pp. 42-43</a> , <a href="#">p. 63 Act. 3</a> , <a href="#">p. 97 Act. 3</a> , <a href="#">p. 198 Act. 5</a> , <a href="#">p. 211 Act. 6</a> , <a href="#">p. 330 Act. 7</a> , <a href="#">p. 333 Act. 3</a>
WL.K12.NH.5.3	Write a description of a familiar experience or event.	Student Edition/Teacher's Edition: <a href="#">p. 107</a> , <a href="#">pp. 130-131</a> , <a href="#">p. 139 Act. 3</a> , <a href="#">p. 150 Act. 5</a> , <a href="#">p. 168 Act. 5</a> , <a href="#">p. 271 Act. 3</a> , <a href="#">p. 299 Act. 6</a> , <a href="#">p. 301</a> , <a href="#">p. 344 Act. 4</a> , <a href="#">p. 344 Act. 5</a> , <a href="#">pp. 352-353</a>
WL.K12.NH.5.4	Write short personal notes using a variety of media.	Student Edition/Teacher's Edition: <a href="#">pp. 130-131</a> , <a href="#">pp. 172-173</a> , <a href="#">p. 211 Act. 6</a> , <a href="#">p. 289 Act. 3</a> , <a href="#">p. 301</a> , <a href="#">p. 353-353</a>
WL.K12.NH.5.5	Request information in writing to obtain something needed.	Student Edition/Teacher's Edition: <a href="#">p. 80 Act. 1</a> , <a href="#">p. 287 Act. 7</a>
WL.K12.NH.5.6	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).	Student Edition/Teacher's Edition: <a href="#">pp. 218-219</a> , <a href="#">p. 268 Act. 7</a> , <a href="#">pp. 306-307</a>
WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.	Student Edition/Teacher's Edition: <a href="#">pp. 262-263</a> , <a href="#">pp. 306-307</a> , <a href="#">pp. 352-353</a>
WL.K12.NM.6.1	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)	Student Edition/Teacher's Edition: <a href="#">p. 8 Act. 1</a> , <a href="#">p. 9 Act. 2</a> , <a href="#">p. 9 SI</a> , <a href="#">p. 19</a> , <a href="#">p. 34 Act. 3</a> , <a href="#">p. 42 Act. 1</a> , <a href="#">p. 51 Compréhension</a> , <a href="#">p. 57 Act. 1</a> , <a href="#">p. 58 Act. 1</a> , <a href="#">p. 59 Act. 3</a> , <a href="#">p. 67 Q</a> , <a href="#">p. 80 Act. 1</a> , <a href="#">p. 94 Act. 1</a> , <a href="#">p. 95 Act. 2</a> , <a href="#">p. 95 SI</a> , <a href="#">p. 103 Q</a> , <a href="#">p. 139 Compréhension</a> , <a href="#">p. 164 Act. 1</a> , <a href="#">p. 167 Act. 2</a> , <a href="#">p. 177</a> , <a href="#">p. 188 Act. 1</a> , <a href="#">p. 189 Act. 2</a> , <a href="#">p. 189 Act. 3</a> , <a href="#">p. 189 SI</a> , <a href="#">p. 200 Act. 1</a> , <a href="#">p. 202 Act. 1</a> , <a href="#">p. 231 Compréhension</a> , <a href="#">p. 247 Q</a>
WL.K12.NM.6.2	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).	Student Edition/Teacher's Edition: <a href="#">p. 8 Act. 1</a> , <a href="#">p. 9 Act. 2</a> , <a href="#">p. 26 Act. 1</a> , <a href="#">p. 27 Act. 2</a> , <a href="#">pp. 53-54</a> , <a href="#">pp. 70-71</a> , <a href="#">pp. 96-97</a> , <a href="#">pp. 114-115</a> , <a href="#">pp. 140-141</a> , <a href="#">pp. 158-159</a> , <a href="#">pp. 184-185</a> , <a href="#">pp. 202-203</a> , <a href="#">pp. 228-229</a> , <a href="#">pp. 246-247</a> , <a href="#">pp. 272-273</a> , <a href="#">pp. 290-291</a> , <a href="#">pp. 316-317</a> , <a href="#">pp. 334-335</a>
WL.K12.NM.6.3	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.	Teacher's Edition: Middle School Activity Pack, <a href="#">p. 229 Expansion</a>

WL.K12.NM.6.4	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).	Student Edition/Teacher's Edition: <a href="#">p. 39 Q</a> , <a href="#">p. 31 SI</a> , <a href="#">p. 83 Q</a> , <a href="#">p. 107 Compréhension</a> , <a href="#">p. 127 Q</a> , <a href="#">p. 127 SI</a> , <a href="#">p. 141 SI</a> , <a href="#">p. 151 Compréhension</a> , <a href="#">p. 151 Conversation</a> , <a href="#">p. 195 Compréhension</a> , <a href="#">p. 259</a>
WL.K12.NH.6.1	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.	Student Edition/Teacher's Edition: Flash Culture, <a href="#">p. 8 Act. 1</a> , <a href="#">p. 9 Act. 2</a> , <a href="#">p. 19</a> , <a href="#">p. 26 Act. 1</a> , <a href="#">p. 52</a> , <a href="#">p. 63, Act. 1</a> , <a href="#">p. 53 Act. 2</a> , <a href="#">p. 182</a> , <a href="#">p. 184 Act. 1</a> , <a href="#">p. 185 Act. 2</a> , <a href="#">p. 195</a> , <a href="#">p. 226 Act. 1</a> , <a href="#">p. 228 Act. 1</a> , <a href="#">p. 229 Act. 2</a> , <a href="#">p. 239</a>
WL.K12.NH.6.2	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.	Student Edition/Teacher's Edition: <a href="#">p. 26 Act. 1</a> , <a href="#">p. 97 Act. 2</a> , <a href="#">p. 114 Act. 1</a> , <a href="#">p. 158 Act. 1</a> , <a href="#">p. 202 Act. 1</a> , <a href="#">p. 290 Act. 1</a>
WL.K12.NH.6.3	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)	Student Edition/Teacher's Edition: <a href="#">pp. 30-31</a> , <a href="#">pp. 82-83</a> , <a href="#">p. 96 SI</a> , <a href="#">pp. 126-127</a> , <a href="#">pp. 170-171</a> , <a href="#">pp. 214-215</a> , <a href="#">p. 247 SI</a> , <a href="#">pp. 258-259</a> , <a href="#">pp. 302-303</a> , <a href="#">pp. 348-349</a>
WL.K12.NH.6.4	Identify cultural artifacts, symbols, and images of the target culture(s).	Student Edition/Teacher's Edition: <a href="#">p. 85 AP</a> , <a href="#">p. 141 Act. 2</a> , <a href="#">p. 170 SI</a> , <a href="#">p. 259 Q</a> , <a href="#">p. 270 Act. 1</a> , <a href="#">p. 273 Act. 2</a> , <a href="#">p. 273 SI</a> , <a href="#">p. 303 Q</a> , <a href="#">p. 349 Q</a>
WL.K12.NM.7.1	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.	Student Edition/Teacher's Edition: <a href="#">p. 52 SI</a> , <a href="#">p. 53 SI</a> , <a href="#">p. 96 SI</a> , <a href="#">p. 127 SI</a> , <a href="#">p. 259 Q</a> , <a href="#">p. 291, SI</a> , <a href="#">p. 349 Q</a>
WL.K12.NM.7.2	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.	Student Edition/Teacher's Edition: <a href="#">p. 23 SI</a> , <a href="#">p. 48 Act. 7</a> , <a href="#">p. 71 SI</a> , <a href="#">p. 118 Act. 2</a> , <a href="#">p. 118 Act. 3</a> , <a href="#">p. 119 Act. 6</a> , <a href="#">p. 171 SI</a> , <a href="#">p. 206 Act. 2</a> , <a href="#">p. 206 Act. 3</a> , <a href="#">p. 207 Act. 4</a> , <a href="#">p. 169 Act. 4</a> , <a href="#">p. 229 Act. 2</a>
WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.	Student Edition/Teacher's Edition: <a href="#">p. 39 Q</a> , <a href="#">p. 53 Act. 3</a> , <a href="#">p. 53 SI</a> , <a href="#">p. 71 SI</a> , <a href="#">p. 83 Q</a> , <a href="#">p. 83 SI</a> , <a href="#">p. 185 SI</a> , <a href="#">p. 203 Act. 3</a> , <a href="#">p. 203 SI</a> , <a href="#">p. 215 SI</a> , <a href="#">p. 247 SI</a> , <a href="#">p. 259 SI</a> , <a href="#">p. 291 Act. 2</a> , <a href="#">p. 291 SI</a> , <a href="#">p. 303 SI</a> , <a href="#">p. 335 SI</a> , <a href="#">p. 347 Q</a> , <a href="#">p. 347 SI</a> , <a href="#">p. 351 AP</a>
WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.	Student Edition/Teacher's Edition: <a href="#">p. 140 Act. 1</a> , <a href="#">p. 158 Act. 1</a> , <a href="#">p. 246 Act. 1</a> , <a href="#">p. 334 Act. 1</a>
WL.K12.NM.8.1	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.	Student Edition/Teacher's Edition: <a href="#">p. 5 L'alphabet</a> , <a href="#">p. 5 Dictons</a> , <a href="#">p. 23 Prononcez</a> , <a href="#">p. 23 Articulez</a> , <a href="#">p. 23 Dictons</a> , <a href="#">p. 49 Prononcez</a> , <a href="#">p. 49 Articulez</a> , <a href="#">p. 49 Dictons</a> , <a href="#">p. 67 Prononcez</a> , <a href="#">p. 67 Articulez</a> , <a href="#">p. 67 Dictons</a> , <a href="#">p. 67 Prononcez</a> , <a href="#">p. 93 Articulez</a> , <a href="#">p. 93 Dictons</a> , <a href="#">p. 111 Prononcez</a> , <a href="#">p. 111 Articulez</a> , <a href="#">p. 111 Dictons</a> , <a href="#">p. 137 Prononcez</a> , <a href="#">p. 137 Articulez</a> , <a href="#">p. 137 Dictons</a> , <a href="#">p. 155 Prononcez</a> , <a href="#">p. 155 Articulez</a> , <a href="#">p. 155 Dictons</a> , <a href="#">p. 199 Prononcez</a> , <a href="#">p. 199 Articulez</a> , <a href="#">p. 199 Dictons</a> , <a href="#">p. 225 Prononcez</a> , <a href="#">p. 225 Articulez</a> , <a href="#">p. 225 Dictons</a> , <a href="#">p. 243 Prononcez</a> , <a href="#">p. 243 Articulez</a> , <a href="#">p. 243 Dictons</a> , <a href="#">p. 287 Dictons</a> , <a href="#">p. 313 Prononcez</a> , <a href="#">p. 313 Articulez</a> , <a href="#">p. 313 Dictons</a> , <a href="#">p. 331 Prononcez</a> , <a href="#">p. 331 Articulez</a> , <a href="#">p. 331 Dictons</a>
WL.K12.NM.8.2	Recognize true and false cognates in the target language and compare them to own language.	Student Edition/Teacher's Edition: <a href="#">p. 5 Ça s'écrit comment</a> , <a href="#">p. 23 Prononcez</a> , <a href="#">p. 40 AV</a> , <a href="#">p. 491 Prononcez</a> , <a href="#">p. 67 Prononcez</a> , <a href="#">p. 81</a> , <a href="#">p. 84 AV</a> , <a href="#">p. 93 Prononcez</a> , <a href="#">p. 111 Prononcez</a> , <a href="#">p. 128 AV</a> , <a href="#">p.</a>



		<a href="#">137 Prononcez</a> , <a href="#">p. 155 Prononcez</a> , p. 172 AV, p. 199 Prononcez, p. 225 Prononcez, <a href="#">p. 287 Prononcez</a> , <a href="#">p. 287 Articlez</a> , <a href="#">p. 313 Prononcez</a> , <a href="#">p. 331 Prononcez</a>
WL.K12.NM.8.3	Identify celebrations typical of the target culture and one's own.	Student Edition/Teacher's Edition: <a href="#">p. 39 Cultural Comparison anno</a> , <a href="#">p. 229 Cultural Comparison anno</a> , <a href="#">p. 239 Cultural Presentation anno</a> Cultural and Authentic Activities ( <a href="#">online resource</a> ): p. 55 Act. 11; p. 83 Act. 3
WL.K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.	Student Edition/Teacher's Edition: <a href="#">p. 25 Act. 2</a> , <a href="#">p. 51 Act. 2</a> , <a href="#">p. 113 Act. 2</a> , <a href="#">p. 183 Act. 2</a>
WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.	Student Edition/Teacher's Edition: <a href="#">p. 23</a> , <a href="#">p. 41</a> , <a href="#">p. 49</a> , <a href="#">p. 67</a> , <a href="#">p. 93</a> , <a href="#">p. 199</a> , <a href="#">p. 243</a> , <a href="#">p. 287</a>
WL.K12.NH.8.3	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)	Student Edition/Teacher's Edition: <a href="#">p. 27 Act. 3</a> , <a href="#">p. 115 SI</a> , <a href="#">p. 317 SI</a> , <a href="#">p. 327 Conversation</a>
WL.K12.NM.9.1	Use key words and phrases in the target language to participate in different activities in the school and community settings.	Student Edition/Teacher's Edition: <a href="#">pp. 42-43</a> , <a href="#">p. 151 Préparation anno</a> , <a href="#">pp. 218-219</a> , <a href="#">p. 239</a> Cultural and Authentic Activities ( <a href="#">online resource</a> ): p. 55, Act. 11; p. 67 Act. 1
WL.K12.NM.9.2	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.	Student Edition/Teacher's Edition: <a href="#">pp. 42-43</a> , <a href="#">p. 151 Préparation anno</a> , <a href="#">pp. 218-219</a> , <a href="#">p. 239</a> Cultural and Authentic Activities ( <a href="#">online resource</a> ): p. 54 Act. 10
WL.K12.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.	Student Edition/Teacher's Edition: <a href="#">p. 39 SI</a> , <a href="#">p. 259 SI</a> , <a href="#">p. 347 SI</a> , <a href="#">p. 63 Application</a> Cultural and Authentic Activities ( <a href="#">online resource</a> ): p. 25 Act. 4; p. 53 Act. 6; p. 85 Act. 8
WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.	Student Edition/Teacher's Edition: <a href="#">p. 36 Act. 1</a> , <a href="#">p. 37 Présentation</a> , <a href="#">p. 48 Act. 7 &amp; Collaboration anno</a> , <a href="#">pp. 86-87</a> Cultural and Authentic Activities ( <a href="#">online resource</a> ): p. 25 Act. 4; p. 85 Act. 8
LAFS.910.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Student Edition/Teacher's Edition: <a href="#">p. 141 Sur Internet</a>
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from	Student Edition/Teacher's Edition: <a href="#">p. 173 Après la lecture</a>

	<p>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision- making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
LAFS.910.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning, exaggerated, or distorted evidence.	Student Edition/Teacher's Edition: <a href="#">p. 224 Act. 1</a> , <a href="#">p. 289 Act. 2</a> , <a href="#">p. 332 Act. 1</a>
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Student Edition/Teacher's Edition: <a href="#">p. 27 Les Langues anno</a> , <a href="#">p. 21 Act. 1 anno</a> , <a href="#">p. 259 Presentational Speaking with Cultural Comparison anno</a> <a href="#">Cultural and Authentic Activities (online resource)</a> ; p. 100 Act. 10
LAFS.910.WHST.1.1	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s)</p>	<p>Student Edition/Teacher's Edition: <a href="#">p. 70 Debate anno</a>, <a href="#">p. 330 debate anno</a>, <a href="#">p. 212 Interpersonal Speaking anno</a>, <a href="#">p. 256 Act. 5</a>, <a href="#">p. 87 Écriture anno</a>, <a href="#">pp. 262-263</a>, <a href="#">p. 198 Act.5 &amp; Collaboration anno</a>, <a href="#">pp. 306-307</a>, <a href="#">pp. 262-263 Cultural and Authentic Activities (online resource)</a>; p. 113 Act. 1</p>

	<p>and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	
LAFS.910.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and</p>	<p><u>Student Edition/Teacher's Edition: <a href="#">p. 218</a>, <a href="#">p. 285</a> <i>Après la lecture</i></u></p>

	conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
ELD.K12.ELL.SI.S1	English language learners communicate for social and instructional purposes within the school setting	<a href="#">p. 48 Act. 4-7</a> , <a href="#">p. 51 Act. 3</a> , <a href="#">p. 57 Act. 5-8</a> , <a href="#">p. 61 Act. 4-6</a> , <a href="#">p. 62 Act. 1-6</a> , <a href="#">p. 63</a> , <a href="#">p. 66 Act. 4-7</a> , <a href="#">p. 69 Act. 3</a> , <a href="#">p. 75 Act. 4-6</a> , <a href="#">p. 79 Act. 4-6</a> , <a href="#">p. 80 Act. 1-6</a> , <a href="#">p. 81</a>