



**D'ACCORD 2019 Level 1** correlated to the  
**World Readiness Standards for Language Learning**

**GOAL AREA:**  
**COMMUNICATION**

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

<p><b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.</p>	<ul style="list-style-type: none"> <li>• <i>Unité opener Pour commencer</i> pp. 1, 45, 89, 133, 177, 221, 265, 309</li> <li>• <i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154, 180, 198, 224, 242, 268, 286, 312, 330</li> <li>• <i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 97, 113, 139, 157, 183, 201, 227, 245, 271, 289, 315, 333</li> <li>• <i>Culture</i> section, final pair/group activity pp. 9, 27, 53, 71, 81, 97, 115, 141, 159, 185, 203, 229, 247, 273, 291, 317, 335</li> <li>• <i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 13, 17, 31, 34-35, 57, 60-61, 75, 78-79, 101, 105, 119, 123, 145, 149, 163, 167, 189, 193, 206-207, 210-211, 233, 237, 250-251, 255, 277, 281, 294-295, 299, 321, 339, 343</li> <li>• <i>Synthèse</i> section, <i>Révision</i>, <i>Le zapping</i>, and <i>À l'écoute</i> features pair and group activities pp. 18-19, 36-37, 62-63, 80-81, 106-107, 124, 150-151, 168-169, 194-195, 212, 238-239, 256, 282-283, 300, 326-327, 344-345</li> <li>• <i>Savoir-Faire</i> section, <i>Lecture</i> feature (<i>Après la lecture</i> activities) pp. 41, 129, 173, 217, 261, 305, 351</li> <li>• <i>Forums</i>, <i>Video Virtual Chat</i> and <i>Partner Chat</i> on <i>Supersite</i></li> </ul>
<p><b>Interpretive Communication</b> Learners understand, interpret, and analyze</p>	<ul style="list-style-type: none"> <li>• <i>Contextes</i> section including <i>Supersite</i> activities pp. 2-4, 20-22, 46-48, 64-66, 90-92, 108-110, 134-136, 152-154, 198-200, 216-218, 242-244, 260-262, 286-288, 330-332</li> <li>• <i>Les sons et les lettres</i> feature pp. 5, 23, 49, 67, 93, 111, 137, 155, 201, 219, 245, 263, 289, 307, 333, 351</li> <li>• <i>Roman-photo</i> section and activities pp. 6-7, 24-25, 50-51, 68-69, 94-95, 112-113, 138-139,</li> </ul>

<p>what is heard, read, or viewed on a variety of topics.</p>	<p>156-157, 202-203, 220-221, 246-247, 264-265, 290-291, 308-309, 334-335, 352-353; DVD/<i>Supersite</i> video and activities</p> <ul style="list-style-type: none"> <li>• <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97, 114-115, 140-141, 158-159, 204-205, 222-223, 248-249, 266-267, 292-293, 310-311, 336-337, 354-355; <i>Flash culture</i> video DVD/<i>Supersite</i> video and activities</li> <li>• <i>Structures</i> section, <i>Essayez!</i>, <i>Mise en pratique</i> and <i>Communication</i> features pp. 11-13, 15-17, 29-31, 33-35, 55-57, 59-61, 73-75, 77-79, 99-101, 103-105, 116-119, 121-123, 143-145, 147-149, 161-167, 187-189, 191-193, 205-207, 209-211, 231-233, 235-237, 275-277, 279-281, 293-295, 297-299, 319-321, 323-325, 337-339, 341-343 ; <i>Supersite (including Vérifiez)</i></li> <li>• <i>Synthèse</i> section, <i>Révision</i> feature pp. 18, 36, 62, 80, 106, 124, 150, 168, 214, 232, 258, 276, 302, 320, 346, 364; <i>Supersite</i></li> <li>• <i>Synthèse</i> section, <i>Le zapping</i> feature pp. 19, 63, 107, 151, 215, 259, 303, 347; <i>Supersite</i> video and activities</li> <li>• <i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 37, 81, 125, 169, 233, 277, 321, 365; CD/<i>Supersite</i> MP3</li> <li>• <i>Savoir-faire</i> section, <i>Panorama</i> feature pp.38-39, 82-83, 126-127, 170-171, 234-235, 278-279, 322-323, 366-367</li> <li>• <i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 40-41, 84-85, 128-129, 172-173, 236-237, 280-281, 324-325, 370-371</li> <li>• <i>Vocabulaire</i> feature pp. 44, 88, 132, 176, 220, 264, 308, 354; <i>Supersite</i></li> <li>• <i>Forums and Video Virtual Chat on Supersite</i></li> <li>• <i>News and Cultural Updates (monthly) on Supersite</i></li> </ul>
<p><b>Presentational Communication</b></p> <p>Learners present informations, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate</p>	<ul style="list-style-type: none"> <li>• <i>Structures</i> section, <i>Mise en pratique</i> feature pp. 12, 16, 30, 34, 56, 60, 74, 78, 100, 104, 118, 122, 144, 148, 162, 166, 188, 192, 206, 210, 232, 236, 250, 254, 276, 280, 294, 298, 320, 324</li> <li>• <i>Savoir-faire</i> section, <i>Panorama</i> feature (<i>Sur internet</i> activities) pp. 39, 83, 127, 171, 235, 279, 323, 367</li> <li>• <i>Savoir-faire</i> section, <i>Lecture</i> feature (<i>Après la lecture</i> activities) pp. 40-41, 84-85, 128-129, 172-173, 236-237, 280-281, 324-325, 370-371</li> <li>• <i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 42-43, 86-87, 130-131, 174-175, 238-239, 282-283, 326-327, 372-373</li> </ul>

<p>media and adapting to various audiences of listeners, readers or viewers.</p>	<ul style="list-style-type: none"> <li>• <i>Record-Submit and Write-Submit</i> activities on <i>Supersite</i></li> </ul>
<p><b>GOAL AREA: CULTURES</b></p> <p>Interact with cultural competence and understanding</p>	
<p><b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>• <i>Contextes</i> section pp. 2-4, 20-22, 46-48, 64-66, 90-92, 108-110, 134-136, 152-154, 198-200, 216-218, 242-244, 260-262, 286-288, 330-332; <i>Supersite</i></li> <li>• <i>Roman-photo</i> section pp. 6-7, 24-25, 50-51, 68-69, 94-95, 112-113, 138-139, 156-157, 202-203, 220-221, 246-247, 264-265, 290-291, 308-309, 334-335, 352-353; DVD/ <i>Supersite</i> video</li> <li>• <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97, 114-115, 140-141, 158-159, 204-205, 222-223, 248-249, 266-267, 292-293, 310-311, 336-337, 354-355; <i>Flash culture</i> video DVD/<i>Supersite</i> video and activities</li> <li>• <i>Synthèse</i> section, <i>Le zapping</i> feature pp. 19, 63, 107, 151, 215, 259, 303, 347; <i>Supersite</i> video and activities</li> <li>• <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 38-39, 82-83, 126-127, 170-171, 234-235, 278-279, 322-323, 366-367</li> <li>• <i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 40-41, 84-85, 128-129, 172-173, 236-237, 280-281, 324-325, 370-371</li> <li>• <i>Attention!</i>, <i>Boîte à outils</i>, and <i>Coup de main</i> features pp. 3, 8, 28, 32, 54, 65, 70, 92, 96, 102, 114, 135, 153, 154, 179, 190, 197, 202, 234, 241, 242, 246, 249, 272, 285, 290, 316, 334</li> <li>• <i>News and Cultural Updates (monthly)</i> on <i>Supersite</i></li> </ul>
<p><b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between</p>	<ul style="list-style-type: none"> <li>• <i>Contextes</i> section pp. 2-4, 20-22, 46-48, 64-66, 90-92, 108-110, 134-136, 152-154, 198-200, 216-218, 242-244, 260-262, 286-288, 330-332; <i>Supersite</i></li> <li>• <i>Roman-photo</i> section pp. 6-7, 24-25, 50-51, 68-69, 94-95, 112-113, 138-139, 156-157, 202-203, 220-221, 246-247, 264-265, 290-291, 308-309, 334-335, 352-353; DVD/ <i>Supersite</i> video</li> <li>• <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97, 114-115, 140-141, 158-159, 204-205, 222-223, 248-249, 266-267, 292-293, 310-311, 336-337, 354-355; <i>Flash culture</i> video DVD/<i>Supersite</i> video and activities</li> </ul>

<p>the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>• <i>Synthèse</i> section, <i>Le zapping</i> feature pp. 19, 63, 107, 151, 215, 259, 303, 347; <i>Supersite</i> video and activities</li> <li>• <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 38-39, 82-83, 126-127, 170-171, 234-235, 278-279, 322-323, 366-367</li> <li>• <i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 40-41, 84-85, 128-129, 172-173, 236-237, 280-281, 324-325, 370-371</li> <li>• <i>Coup de main</i> features pp. 8, 70, 96, 202, 246</li> <li>• <i>News and Cultural Updates (monthly) on Supersite</i></li> </ul>
<p><b>GOAL AREA: CONNECTIONS</b></p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>	
<p><b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking to solve problems creatively.</p>	<ul style="list-style-type: none"> <li>• <i>Contextes</i> section pp. 2-4, 20-22, 46-48, 64-66, 90-92, 108-110, 134-136, 152-154, 198-200, 216-218, 242-244, 260-262, 286-288, 330-332; <i>Supersite</i></li> <li>• <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97, 114-115, 140-141, 158-159, 204-205, 222-223, 248-249, 266-267, 292-293, 310-311, 336-337, 354-355; <i>Flash culture</i> video DVD/<i>Supersite</i> video and activities</li> <li>• <i>Synthèse</i> section, <i>Le zapping</i> feature pp. 19, 63, 107, 151, 215, 259, 303, 347; <i>Supersite</i> video and activities</li> <li>• <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 38-39, 82-83, 126-127, 170-171, 234-235, 278-279, 322-323, 366-367</li> <li>• <i>Coup de main</i> features pp. 8, 70, 96, 202, 246</li> <li>• <i>News and Cultural Updates (monthly) on Supersite</i></li> </ul>
<p><b>Acquiring Information and Diverse Perspectives:</b> Learners access and</p>	<ul style="list-style-type: none"> <li>• <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97, 114-115, 140-141, 158-159, 204-205, 222-223, 248-249, 266-267, 292-293, 310-311, 336-337, 354-355; <i>Flash culture</i> video DVD/<i>Supersite</i> video and activities</li> <li>• <i>Synthèse</i> section, <i>Le zapping</i> feature pp. 19, 63, 107, 151, 215, 259, 303, 347; <i>Supersite</i> video and activities</li> <li>• <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 38-39, 82-83, 126-127, 170-171, 234-235, 278-279,</li> </ul>

<p>evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>322-323, 366-367</p> <ul style="list-style-type: none"> <li>• <i>News and Cultural Updates (monthly) on Supersite</i></li> </ul>
<p><b>GOAL AREA: COMPARISONS</b></p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	
<p><b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<ul style="list-style-type: none"> <li>• <i>Contextes</i> section pp. 2-4, 20-22, 46-48, 64-66, 90-92, 108-110, 134-136, 152-154, 198-200, 216-218, 242-244, 260-262, 286-288, 330-332; <i>Supersite</i></li> <li>• <i>Les sons et les lettres</i> feature pp. 5, 23, 49, 67, 93, 111, 137, 155, 201, 219, 245, 263, 289, 307, 333, 351; CD/<i>Supersite</i> MP3</li> <li>• <i>Structure</i> section, introduction, <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167, 206-213, 224-231, 268-275, 294-301, 312-319, 338-345, 356-363; <i>Supersite</i> activities</li> <li>• <i>Attention!</i>, <i>Boîte à outils</i>, and <i>Coup de main</i> features pp. 3, 8, 28, 32, 57, 65, 70, 92, 96, 102, 114, 116, 135, 153, 154, 179, 186, 187, 197, 202, 234, 235, 241, 242, 246, 249, 272, 285, 290, 316, 334</li> <li>• <i>Synthèse</i> section, <i>À l'écoute</i> feature p. 81</li> <li>• <i>Savoir-faire</i> section, <i>Lecture</i> strategy pp. 40, 84, 172</li> <li>• <i>Savoir-faire</i> section, <i>Écriture</i> strategy p. 218</li> </ul>
<p><b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> <li>• <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97, 114-115, 140-141, 158-159, 204-205, 222-223, 248-249, 266-267, 292-293, 310-311, 336-337, 354-355; <i>Flash culture</i> video DVD/<i>Supersite</i> video and activities</li> <li>• <i>Synthèse</i> section, <i>Le zapping</i> feature pp. 19, 63, 107, 151, 215, 259, 303, 347; <i>Supersite</i> video and activities</li> <li>• <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 38-39, 82-83, 126-127, 170-171, 234-235, 278-279, 322-323, 366-367</li> <li>• <i>News and Cultural Updates (monthly) on Supersite</i></li> </ul>
<p><b>GOAL AREA: COMMUNITIES</b></p>	

<p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	
<p><b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Students are particularly empowered to use their language within and beyond the school setting through the contexts and skills found in the following sections and features of D'ACCORD! 1:</p> <ul style="list-style-type: none"> <li>• <i>Unité</i> opener <i>Pour commencer</i> pp. 1, 45, 89, 133, 197, 241, 285, 329</li> <li>• <i>Contextes</i> section including <i>Supersite</i> activities pp. 2-4, 20-22, 46-48, 64-66, 90-92, 108-110, 134-136, 152-154, 198-200, 216-218, 242-244, 260-262, 286-288, 330-332</li> <li>• <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97, 114-115, 140-141, 158-159, 204-205, 222-223, 248-249, 266-267, 292-293, 310-311, 336-337, 354-355; <i>Flash culture</i> video DVD/<i>Supersite</i> video and activities</li> <li>• <i>Structure</i> section, introduction, <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167, 206-213, 224-231, 268-275, 294-301, 312-319, 338-345, 356-363; <i>Supersite</i> activities</li> </ul>
<p><b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>D'ACCORD! 1 provides students with the skills, contexts, and links to apply their knowledge of French language and culture for personal enjoyment and enrichment, beginning within the classroom setting and extending throughout their lives. Especially effective in supporting this standard are the following sections and features:</p> <ul style="list-style-type: none"> <li>• <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97, 114-115, 140-141, 158-159, 204-205, 222-223, 248-249, 266-267, 292-293, 310-311, 336-337, 354-355; <i>Flash culture</i> video DVD/<i>Supersite</i> video and activities</li> <li>• <i>Synthèse</i> section, <i>Le zapping</i> feature pp. 19, 63, 107, 151, 215, 259, 303, 347; <i>Supersite</i> video and activities</li> <li>• <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 38-39, 82-83, 126-127, 170-171, 234-235, 278-279, 322-323, 366-367</li> <li>• <i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 40-41, 84-85, 128-129, 172-173, 236-237, 280-281, 324-325, 370-371</li> <li>• <i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 42-43, 86-87, 130-131, 174-175, 238-239, 282-283, 326-327, 372-373</li> <li>• <i>News and Cultural Updates (monthly) on Supersite</i></li> </ul>