



**Georgia Performance Standards  
for Modern Languages Level I  
Correlated to  
Glencoe Bon voyage! Level 1 © 2008**

Standard	Standard	Where Taught
<b>MLI.IP1</b>	The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
<b>MLI.IP1A</b>	Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.	<b>SE:</b> p. 2, Act. 1-2; p. 3, Act. 3-4; p. 4, Act. 1-3; p. 5, Act. 4-5; p. 9, Act. 1-2, p. 14, Act. 2-3; p. 35, Act. A; p. 43, Act. 4; p. 89, Act. 11; p. 157, Act. 4, 6; p. 171, <i>On commande?</i> ; p. 178, Act. 1-2; p. 194, Act. 12; p. 201, <i>Savez-vous que... ?</i> ; p. 235, Act. A; p. 253, Act. 10; p. 359, Act. 5  <b>TWE:</b> p. 8, Presentation
<b>MLI.IP1B</b>	Express likes, dislikes, emotions, agreement and disagreement.	<b>SE:</b> p. 53, Act. 4; p. 56, Act. 5; p. 60, Act. 15; p. 67, Act. A; p. 95, Act. 26-27; p. 119, Act. 11; p. 157, Act. 5; p. 165, Act. 21; p. 193, Act. 10; p. 197, Act. 19; p. 199, Act. 26; p. 223, Act. 6; p. 226, Act. 8-9; p. 233, Act. 23; p. 242, Act. 2; p. 252, Act. 7; p. 271, Act. 14; p. 316, Act. 1; p. 331, Act. 10; p. 341, Act. A; p. 348, Act. 1; p. 359, Act. 6-7; p. 368, Act. 23; p. 380, Act. 1; p. 389, Act. 5; p. 435, Act. 6; p. 449, <i>On va au cinéma?</i> ; p. 457, Act. 4  <b>TWE:</b> p. 189, Reteaching; p. 193, Assessment; p. 196, Presentation; p. 248, Checkup
<b>MLI.IP1C</b>	Make simple requests.	<b>SE:</b> p. 89, Act. 11; p. 157, Act. 4, 6; p. 161, Act. 10; p. 171, <i>On commande?</i> ; p. 178, Act. 1-2; p. 193, Act. 11; p. 199, Act. 24; p. 200, Act. 28; p. 212, Act. 1; p. 235, Act. A; p. 242, Act. 3; p. 243, Act. 4; p. 253, Act. 10; p. 277, Act. B; p. 295, Act. 4; p. 359, Act. 5; p. 457, Act. 4  <b>TWE:</b> p. 158, Reaching All Student
<b>MLI.IP1D</b>	Ask for clarification.	<b>SE:</b> p. 31, Act. 23; p. 85, Act. 4; p. 92, Act. 18; p. 335, Act. 20; p. 336, Act. 22-23; p. 338, Act. 27
<b>MLI.IP1E</b>	Give simple descriptions.	<b>SE:</b> p. 20, Act. 1-3; p. 21, Act. 4-5; p. 24, Act. 6; p. 25, Act. 10-11, p. 29, Act. 18; p. 30, Act. 19; p. 31, Act. 20-23, p. 32, Act. 24-26; p. 33, Act. 28-30; p. 35, Act. A-B; p. 42, Act. 1-3; p. 43, Act. 4; p. 46, <i>On parle super bien!</i> ; p. 52, Act. 1-3; p. 53, Act. 4; p. 56, Act. 7; p. 57,

		<p>Act. 9; p. 60, Act. 14-15; p. 63, Act. 22; p. 67, Act. B; p. 75, Act. 3; p. 85, Act. 6; p. 93, Act. 21; p. 97, Act. A; p. 105, Act. B; p. 115, Act. 6; p. 125, Act. 24; p. 127, Act. 26; p. 129, Act. A; p. 136, Act. 1-2; p. 137, Act. 4; p. 147, Act. 7; p. 182, <i>On parle super bien!</i>; p. 192, Act. 6; p. 200, Act. 29; p. 223, Act. 5; p. 227, Act. 10-12; p. 231, Act. 17-19; p. 235, Act. B; p. 242, Act. 1; p. 243, Act. 6; p. 251, Act. 5; p. 263, Act. 4; p. 267, Act. 8; p. 284, Act. 1-2; p. 288, <i>On parle super bien!</i>; p. 309, Act. A; p. 316, Act. 1; p. 327, Act. 4; p. 331, Act. 9; p. 341, Act. B; p. 348, Act. 1; p. 359, Act. 7; p. 363, Act. 11; p. 371, Act. 30; p. 373, Act. A-B; p. 380, Act. 2; p. 393, Act. 13; p. 407, Act. 8; p. 412, Act. 17; p. 415, Act. 26; p. 415, Act. 27; p. 417, Act. B; p. 424, Act. 1-2; p. 425, Act. 4; p. 456, Act. 1-2; p. 471, Act. 10-11; p. 473, Act. 16; p. 488, Act. 1</p> <p><b>TWE:</b> p. 19, Teaching Tips; p. 117, Reaching All Students; p. 220, Presentation-Step 4; p. 230, Presentation</p>
<b>MLI.IP1F</b>	Comprehend basic directions.	<p><b>SE:</b> p. 477, Act. 23; p. 481, Act. B</p> <p><b>TWE:</b> p. 18, Reaching All Students; p. 22, Reaching All Students; p. 50, Reaching All Students; p. 54, Reaching All Students; p. 116, Reaching All Students; pp. 292-293, Reaching All Students</p>
<b>MLI.IP1G</b>	Ask questions and provide responses based on topics such as self, family, school, etc.	<p><b>SE:</b> p. 6, Act. 1; p. 7, Act. 2-3, p. 11, Act. 2-3, p. 21, Act. 5; p. 31, Act. 21, 23; p. 32, Act. 25-26; p. 33, Act. 29-30; p. 35, Act. A; p. 42, Act. 1-3; p. 52, Act. 3; p. 56, Act. 6-7; p. 57, Act. 9; p. 62, Act. 18; p. 63, Act. 19; p. 65, Act. 24; p. 67, Act. A-B; p. 85, Act. 5; p. 91, Act. 15; p. 92, Act. 17; p. 93, Act. 22; p. 105, Act. 2; p. 119, Act. 10; p. 121, Act. 15; p. 124, Act. 19; p. 129, Act. B; p. 147, Act. 8; p. 157, Act. 6; p. 161, Act. 13; p. 166, Act. 22; p. 178, Act. 2; p. 253, Act. 11; p. 277, Act. A; p. 302, Act. 14; p. 306, Act. 20; p. 334, Act. 18; p. 335, Act. 19-20; p. 336, Act. 21-24; p. 341, Act. A-B; p. 348, Act. 2-3; p. 363, Act. 11-12; p. 371, Act. 30; p. 407, Act. 7, 9; p. 424, Act. 1, 3; p. 471, Act. 12; p. 481, Act. A; pp. H2-H50</p> <p><b>TWE:</b> p. 55, Assessment</p>
<b>MLI.IP1H</b>	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	<p><b>SE:</b> pp. xxxviii-xxxix; p. 11, Act. 2-3; p. 13, Act. 1; p. 14, Act. 2-3; p. 25, Act. 12; p. 57, Act. 10; p. 97, Act. B; p. 166, Act. 22; p. 177, Act. A-C; p. 267, Act. 9; p. 273, Act. 20-21; p. 274, Act. 24; p. 277, Act. B; p. 299, Act. 7-8; p. 305, Act. 18; p. 309, Act. B; p. 315, Act. A-B; p. 359, Act. 7; p. 362, Act. 8; p. 363, Act. 13; p. 370, Act. 25; p. 393, Act. 12, 14; p. 411, Act. 13, 16; p. 424, Act. 3; p. 425, Act. 4; p. 438, Act. 8; p. 439, Act. 10</p> <p><b>TWE:</b> p. 12, Teaching Tip; p. 23, <i>Attention!</i></p>
<b>MLI.IP2</b>	The students demonstrate skills	

	necessary to sustain brief oral and written exchanges in the target language. The students:	
<b>MLI.IP2A</b>	Initiate, participate in, and close a brief oral or written exchange.	<p><b>SE:</b> p. 2, Act. 2; p. 4, Act. 2; p. 5, Act. 4-5; p. 7, Act. 2; p. 9, Act. 1-2; p. 14, Act. 2; p. 29, Act. 18; p. 35, Act. A; p. 42, Act. 2-3; p. 43, Act. 4; p. 57, Act. 9; p. 65, Act. 24; p. 74, Act. 1-2; p. 75, Act. 3; p. 89, Act. 11; p. 91, Act. 15; p. 93, Act. 21-22; p. 95, Act. 26-27; p. 104, Act. 1; p. 105, Act. 2-3; p. 115, Act. 6; p. 119, Act. 11; p. 121, Act. 13; p. 122, Act. 17; p. 127, Act. 26; p. 129, Act. A; p. 136, Act. 2; p. 137, Act. 4; p. 147, Act. 8; p. 161, Act. 12-13; p. 165, Act. 21; p. 171, <i>Parlons un peu plus</i>; p. 178, Act. 2; p. 189, Act. 5; p. 193, Act. 10; p. 195, Act. 17; p. 199, Act. 24; p. 200, Act. 29; p. 202, Act. 31; p. 212, Act. 1; p. 223, Act. 6; p. 229, Act. 15; p. 232, Act. 22; p. 235, Act. A; p. 242, Act. 1-2; p. 253, Act. 10-12; p. 267, Act. 9; p. 273, Act. 21; p. 274, Act. 24; p. 277, Act. A-B; p. 284, Act. 1, 3; p. 295, Act. 4; p. 299, Act. 8; p. 302, Act. 14; p. 305, Act. 18; p. 306, Act. 20; p. 309, Act. A-B; p. 316, Act. 1-2; p. 334, Act. 18; p. 339, Act. 28; p. 341, Act. A-B; p. 359, Act. 5-6; p. 371, Act. 30; p. 373, Act. A-B; p. 380, Act. 1-3; p. 381, Act. 4; p. 407, Act. 8; p. 412, Act. 17; p. 415, Act. 28; p. 417, Act. A-B; p. 424, Act. 1-3; p. 425, Act. 4; p. 435, Act. 6; p. 439, Act. 9-10; p. 449, <i>Parlons un peu plus</i>; p. 456, Act. 1-2; p. 467, Act. 5; p. 471, Act. 10-12; p. 481, Act. B; p. 489, Act. 4; p. 497, Act. 7; pp. H2-H50</p> <p><b>TWE:</b> p. 3, Paired Activity; p. 170, Presentation; p. 204, Presentation; p. 248, Paired Activity; p. 372, Presentation; p. 416, Presentation; p. 432, Reaching All Students-Kinesthetic Learners; p. 448, Presentation; p. 470, Paired Activity; p. 480, Presentation</p>
<b>MLI.IP2B</b>	Use formal and informal forms of address.	<p><b>SE:</b> p. 3, Act. 3; p. 4, Act. 3; p. 5, Act. 5; p. 6, Finding out a person's name; p. 65, Act. 23-24; p. 157, Act. 4, 6; p. 171, <i>On commande?</i>; p. 178, Act. 1-2; p. 235, Act. A; p. 253, Act. 10; p. 359, Act. 5</p> <p><b>TWE:</b> p. 64, Presentation</p>
<b>MLI.IP2C</b>	Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	<p><b>SE:</b> p. 2, Act. 2; p. 4, Act. 2; p. 5, Act. 4-5; p. 7, Act. 2; p. 9, Act. 1-2; p. 14, Act. 2; p. 29, Act. 18; p. 35, Act. A; p. 42, Act. 2-3; p. 43, Act. 4; p. 57, Act. 9; p. 65, Act. 24; p. 74, Act. 1-2; p. 75, Act. 3; p. 89, Act. 11; p. 91, Act. 15; p. 93, Act. 21-22; p. 95, Act. 26-27; p. 104, Act. 1; p. 105, Act. 2-3; p. 115, Act. 6; p. 119, Act. 11; p. 121, Act. 13; p. 122, Act. 17; p. 127, Act. 26; p. 129, Act. A; p. 136, Act. 2; p. 137, Act. 4; p. 147, Act. 8; p. 161, Act. 12-13; p. 165, Act. 21; p. 171, <i>Parlons un peu plus</i>; p. 178, Act. 2; p. 189, Act. 5; p. 193, Act. 10; p. 195, Act. 17; p. 199, Act. 24; p. 200, Act. 29; p. 202, Act. 31; p. 212, Act. 1; p. 223, Act. 6; p. 229, Act. 15; p. 232, Act. 22; p. 235, Act. A; p. 242, Act. 1-2; p. 253, Act. 10-12; p. 267, Act. 9; p. 273, Act. 21; p. 274, Act. 24; p. 277, Act. A-B; p. 284, Act. 1, 3; p. 295, Act. 4; p. 299, Act. 8; p. 302, Act. 14; p. 305, Act. 18; p. 306, Act. 20; p. 309,</p>

		<p>Act. A-B; p. 316, Act. 1-2; p. 334, Act. 18; p. 339, Act. 28; p. 341, Act. A-B; p. 359, Act. 5-6; p. 371, Act. 30; p. 373, Act. A-B; p. 380, Act. 1-3; p. 381, Act. 4; p. 407, Act. 8; p. 412, Act. 17; p. 415, Act. 28; p. 417, Act. A-B; p. 424, Act. 1-3; p. 425, Act. 4; p. 435, Act. 6; p. 439, Act. 9-10; p. 449, <i>Parlons un peu plus</i>; p. 456, Act. 1-2; p. 467, Act. 5; p. 471, Act. 10-12; p. 481, Act. B; p. 489, Act. 4; p. 497, Act. 7; pp. H2-H50</p> <p><b>TWE:</b> p. 3, Paired Activity; p. 170, Presentation; p. 204, Presentation; p. 248, Paired Activity; p. 372, Presentation; p. 416, Presentation; p. 432, Reaching All Students-Kinesthetic Learners; p. 448, Presentation; p. 470, Paired Activity; p. 480, Presentation</p>
<b>MLI.INT1</b>	The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:	
<b>MLI.INT1A</b>	Identify main ideas and some details when reading and listening.	<p><b>SE:</b> p. 34, <i>Il est d'où, Luc?</i>; pp. 36-37, <i>Lectures culturelles</i>; pp. 38-39, <i>Lectures supplémentaires</i>; p. 43, Act. 4; p. 66, <i>Quel prof?</i>; pp. 68-69, <i>Lectures culturelles</i>; pp. 70-71, <i>Lectures supplémentaires</i>; p. 96, <i>Un élève français aux États-Unis</i>; pp. 98-99, <i>Lectures culturelles</i>; pp. 100-101, <i>Lectures supplémentaires</i>; p. 119, Act. 11; p. 128, <i>Ma nouvelle adresse</i>; pp. 130-131, <i>Lectures culturelles</i>; pp. 132-133, <i>Lectures supplémentaires</i>; pp. 134-135, <i>Connexions</i>; p. 142, <i>Conversation</i>; p. 170, <i>Au restaurant</i>; pp. 172-173, <i>Lectures culturelles</i>; pp. 174-175, <i>Lectures supplémentaires</i>; p. 204, <i>Au marché</i>; pp. 206-207, <i>Lectures culturelles</i>; pp. 208-209, <i>Lectures supplémentaires</i>; pp. 210-211, <i>Connexions</i>; p. 234, <i>Dans une petite boutique</i>; pp. 236-237, <i>Lectures culturelles</i>; pp. 238-239, <i>Lectures supplémentaires</i>; pp. 240-241, <i>Connexions</i>; p. 248, <i>Conversation</i>; p. 276, <i>On part pour Toulouse.</i>; pp. 278-279, <i>Lectures culturelles</i>; pp. 280-281, <i>Lectures supplémentaires</i>; pp. 282-283, <i>Connexions</i>; p. 308, <i>Au guichet</i>; pp. 310-311, <i>Lectures culturelles</i>; pp. 312-313, <i>Lecture supplémentaire</i>; pp. 314-315, <i>Connexions</i>; p. 340, <i>On a gagné!</i>; pp. 342-343, <i>Lectures culturelles</i>; pp. 344-345, <i>Lecture supplémentaire</i>; pp. 346-347, <i>Connexions</i>; p. 372, <i>À la plage</i>; pp. 374-375, <i>Lectures culturelles</i>; pp. 376-377, <i>Lectures supplémentaires</i>; pp. 378-379, <i>Connexions</i>; p. 416, <i>Quelle interro?</i>; pp. 418-419, <i>Lectures culturelles</i>; pp. 420-421, <i>Lecture supplémentaire</i>; pp. 422-423, <i>Connexions</i>; p. 448, <i>On va au cinéma?</i>; pp. 450-451, <i>Lectures culturelles</i>; pp. 452-453, <i>Lecture supplémentaire</i>; pp. 454-455, <i>Connexions</i>; p. 480, <i>Chez le médecin</i>; pp. 482-483, <i>Lectures culturelles</i>; pp. 484-485, <i>Lectures supplémentaires</i>; pp. 486-487, <i>Connexions</i>; pp. 504-509, <i>La petite Fadette</i>; pp. 510-511, <i>«Dors mon enfant»</i>; pp. 512-517, <i>La Chanson de Roland</i>; pp. 518-523, <i>Le Comte de Monte-Cristo</i></p>

		<p><b>TWE:</b> p. 48C, Audio Activities; p. 80C, Audio Activities; p. 110C, Audio Activities; p. 184C, Audio Activities; p. 218C, Audio Activities; p. 258C, Audio Activities; p. 266, Reteaching; p. 290C, Audio Activities; p. 322C, Audio Activities; p. 398C, Audio Activities; p. 462C, Audio Activities</p>
<b>MLI.INT1B</b>	Comprehend simple, culturally authentic announcements, messages, and advertisements.	<p><b>SE:</b> p. 57, Act. 10; p. 75, Realia; p. 95, Realia; p. 114, Realia; p. 119, Act. 11; p. 177, Realia; p. 178, Realia; pp. 210-211, Realia; p. 243, Realia; p. 260, Realia; p. 266, Realia; p. 267, Act. 8; p. 271, Realia; p. 284, Realia; p. 292, Realia; p. 299, Realia; p. 309, Act. A; pp. 314-315, <i>Connexions</i>; p. 338, Realia; p. 362, Realia; p. 363, Realia; p. 373, Realia; p. 393, Act. 14; p. 406, Realia; p. 433, Realia; p. 437, Realia; p. 439, Realia; p. 445, Realia; p. 449, <i>Parlons un peu plus</i>; p. 457, Realia; p. 474, Realia; p. 475, Realia; p. 476, Realia; p. 477, Realia; p. 486, Realia; p. 489, Realia</p> <p><b>TWE:</b> p. 283, Learning from Realia</p>
<b>MLI.INT1C</b>	Understand simple instructions, such as classroom procedures.	<p><b>SE:</b> p. 425, Act. 5; p. 476, Act. 18-19; p. 477, Act. 20-23; p. 481, Act. B</p> <p><b>TWE:</b> p. 18, Reaching All Students; p. 22, Reaching All Students; p. 50, Reaching All Students; p. 54, Reaching All Students; p. 116, Reaching All Students; pp. 292-293, Reaching All Students; p. 324, Reaching All Students; p. 328, Reaching All Students; p. 360, Reaching All Students; p. 400, Reaching All Students; p. 432, Reaching All Students; p. 436, Reaching All Students; p. 475, Presentation</p>
<b>MLI.INT1D</b>	Demonstrate Novice-Mid proficiency in listening and reading comprehension.	<p><b>SE:</b> p. 34, <i>Il est d'où, Luc?</i>; pp. 36-37, <i>Lectures culturelles</i>; pp. 38-39, <i>Lectures supplémentaires</i>; p. 43, Act. 4; p. 66, <i>Quel prof?</i>; pp. 68-69, <i>Lectures culturelles</i>; pp. 70-71, <i>Lectures supplémentaires</i>; p. 96, <i>Un élève français aux États-Unis</i>; pp. 98-99, <i>Lectures culturelles</i>; pp. 100-101, <i>Lectures supplémentaires</i>; p. 119, Act. 11; p. 128, <i>Ma nouvelle adresse</i>; pp. 130-131, <i>Lectures culturelles</i>; pp. 132-133, <i>Lectures supplémentaires</i>; pp. 134-135, <i>Connexions</i>; p. 142, <i>Conversation</i>; p. 170, <i>Au restaurant</i>; pp. 172-173, <i>Lectures culturelles</i>; pp. 174-175, <i>Lectures supplémentaires</i>; p. 204, <i>Au marché</i>; pp. 206-207, <i>Lectures culturelles</i>; pp. 208-209, <i>Lectures supplémentaires</i>; pp. 210-211, <i>Connexions</i>; p. 234, <i>Dans une petite boutique</i>; pp. 236-237, <i>Lectures culturelles</i>; pp. 238-239, <i>Lectures supplémentaires</i>; pp. 240-241, <i>Connexions</i>; p. 248, <i>Conversation</i>; p. 276, <i>On part pour Toulouse.</i>; pp. 278-279, <i>Lectures culturelles</i>; pp. 280-281, <i>Lectures supplémentaires</i>; pp. 282-283, <i>Connexions</i>; p. 308, <i>Au guichet</i>; pp. 310-311, <i>Lectures culturelles</i>; pp. 312-313, <i>Lecture supplémentaire</i>; pp. 314-315, <i>Connexions</i>; p. 340, <i>On a gagné!</i>; pp. 342-343, <i>Lectures culturelles</i>; pp. 344-345, <i>Lecture</i></p>

		<p><i>supplémentaire</i>; pp. 346-347, <i>Connexions</i>; p. 372, <i>À la plage</i>; pp. 374-375, <i>Lectures culturelles</i>; pp. 376-377, <i>Lectures supplémentaires</i>; pp. 378-379, <i>Connexions</i>; p. 416, <i>Quelle interro?</i>; pp. 418-419, <i>Lectures culturelles</i>; pp. 420-421, <i>Lecture supplémentaire</i>; pp. 422-423, <i>Connexions</i>; p. 448, <i>On va au cinéma?</i>; pp. 450-451, <i>Lectures culturelles</i>; pp. 452-453, <i>Lecture supplémentaire</i>; pp. 454-455, <i>Connexions</i>; p. 480, <i>Chez le médecin</i>; pp. 482-483, <i>Lectures culturelles</i>; pp. 484-485, <i>Lectures supplémentaires</i>; pp. 486-487, <i>Connexions</i>; pp. 504-509, <i>La petite Fadette</i>; pp. 510-511, «<i>Dors mon enfant</i>»; pp. 512-517, <i>La Chanson de Roland</i>; pp. 518-523, <i>Le Comte de Monte-Cristo</i>; pp. 524-539, <i>Vidéotour</i></p> <p><b>TWE:</b> p. 48C, Audio Activities; p. 80C, Audio Activities; p. 110C, Audio Activities; p. 184C, Audio Activities; p. 218C, Audio Activities; p. 258C, Audio Activities; p. 290C, Audio Activities; p. 322C, Audio Activities; p. 398C, Audio Activities; p. 462C, Audio Activities</p>
<b>MLI.INT2</b>	The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:	
<b>MLI.INT2A</b>	Differentiate among statements, questions and exclamations.	<p><b>SE:</b> p. 87, <i>Après les cours</i>; p. 89, Act. 11; p. 162, <i>Savez-vous que... ?</i>; p. 270, <i>Quel et tout</i>; p. 335, Act. 19; p. 475, <i>L'impératif</i>; p. 476, Act. 18; p. 477, Act. 20-23</p> <p><b>TWE:</b> p. 17, About the French Language; p. 125, Assessment; p. 335, About the French Language</p>
<b>MLI.INT2B</b>	Recognize basic gestures, body language, and intonation that clarify a message.	<p><b>SE:</b> p. 3, Act. 4; p. 7, Act. 3; p. 25, Act. 12; p. 57, Act. 11; p. 488, Act. 3; p. 524, Developing listening and viewing skills; p. 527, <i>Avant de regarder</i></p> <p><b>TWE:</b> p. 2; Presentation; p. 4, Presentation; p. 5, Presentation; p. 17, About the French Language; p. 19, Teaching Tips; p. 51, Reaching All Students; p. 66, Reaching All Students; p. 83, Step 2; p. 96, Presentation; p. 128, Presentation; p. 234, Presentation; p. 464, Presentation</p>
<b>MLI.P1</b>	The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:	
<b>MLI.P1A</b>	Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.	<p><b>SE:</b> p. 11, Act. 3; p. 32, Act. 25; p. 57, Act. 9; p. 46, <i>On parle super bien!</i>; p. 78, <i>On parle super bien!</i>; p. 85, Act. 6; p. 92, Act. 16; p. 97, Act. A; p. 105, Act. 4; p. 108, <i>On parle super bien!</i>; p. 119, Act. 11; p. 131, Act. B; p. 136, Act. 1; p. 140, <i>On parle super bien!</i>; p. 161, Act. 12; p. 179, Act. 4; p. 182, <i>On parle super bien!</i>; p. 207, Act. C; p. 216, <i>On parle super bien!</i>; p. 231, Act. 17; p. 246, <i>On parle super bien!</i>; p. 263, Act. 4; p. 305, Act. 17; p. 315, Act. A; p. 320, <i>On parle super bien!</i>; p.</p>

		<p>348, Act. 2; p. 349, Act. 6; p. 384, <i>On parle super bien!</i>; p. 393, Act. 12; p. 412, Act. 17; p. 424, Act. 1; p. 425, Writing Strategy; p. 428, <i>On parle super bien!</i>; p. 439, Act. 9; p. 455, Act. B; p. 481, Act. A; p. 483, Act. C</p> <p><b>TWE:</b> p. 7, Recycling; p. 34, Presentation; p. 66, Presentation; p. 112, Presentation; p. 129, Act. A; p. 209, Presentation; p. 224, Presentation; p. 338, Reteaching; p. 411, Act. 13, 16; p. 446, Learning from Photos</p>
<b>MLI.P1B</b>	Give basic information about self and others including school, family, activities, etc.	<p><b>SE:</b> p. 11, Act. 3; p. 20, Act. 1-3; p. 21, Act. 4; p. 25, Act. 8, 10-11; p. 30, Act. 19; p. 31, Act. 22; p. 35, Act. B; p. 42, Act. 1; p. 43, Act. 5; p. 46, <i>On parle super bien!</i>; p. 56, Act. 6; p. 63, Act. 22; p. 74, Act. 1-2; p. 75, Act. 3-4; p. 78, <i>On parle super bien!</i>; p. 88, Act. 9; p. 92, Act. 17; p. 93, Act. 21-22; p. 97, Act. A; p. 105, Act. 3-4; p. 108, <i>On parle super bien!</i>; p. 115, Act. 5; p. 119, Act. 10; p. 121, Act. 15; p. 125, Act. 22, 24; p. 127, Act. 26; p. 136, Act. 2; p. 137, Act. 4; p. 140, <i>On parle super bien!</i>; p. 147, Act. 7; p. 182, <i>On parle super bien!</i>; p. 195, Act. 14; p. 212, Act. 2; p. 216, <i>On parle super bien!</i>; p. 223, Act. 5-6; p. 227, Act. 12; p. 231, Act. 19; p. 242, Act. 1-2; p. 243, Act. 6; p. 246, <i>On parle super bien!</i>; p. 271, Act. 18; p. 284, Act. 1-3; p. 285, Act. 4; p. 317, Act. 4; p. 320, <i>On parle super bien!</i>; p. 331, Act. 9; p. 341, Act. B; p. 348, Act. 1; p. 349, Act. 4; p. 359, Act. 6-7; p. 363, Act. 11; p. 368, Act. 23; p. 370, Act. 27; p. 380, Act. 2; p. 381, Act. 4-5; p. 384, <i>On parle super bien!</i>; p. 392, Act. 9; p. 407, Act. 8; p. 411, Act. 13, 16; p. 415, Act. 28; p. 425, Act. 4; p. 428, <i>On parle super bien!</i>; p. 456, Act. 1; p. 466, Act. 3; p. 489, Act. 5; p. 497, Act. 6-7</p> <p><b>TWE:</b> p. 220, Presentation</p>
<b>MLI.P1C</b>	Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<p><b>SE:</b> p. 5, Act. 4-5; p. 7, Act. 2; p. 9, Act. 2; p. 10, Act. 1; p. 13, Act. 1; p. 14, Act. 2-3; p. 25, Act. 10-11; p. 29, Act. 15-16; p. 31, Act. 20-22; p. 33, Act. 28-29; p. 35, Act. A; p. 42, Act. 1; p. 43, Act. 4-5; p. 46, <i>On parle super bien!</i>; p. 52, Act. 1-3; p. 56, Act. 7; p. 59, Act. 12; p. 74, Act. 1-2; p. 75, Act. 3-4; p. 76, Act. 3; p. 78, <i>On parle super bien!</i>; p. 89, Act. 11; p. 93, Act. 21-22; p. 105, Act. 2-4; p. 107, Act. 4; p. 108, <i>On parle super bien!</i>; p. 115, Act. 5-6; p. 125, Act. 24; p. 136, Act. 1-2; p. 137, Act. 4-5; p. 140, <i>On parle super bien!</i>; p. 147, Act. 7-8; p. 157, Act. 5; p. 161, Act. 10; p. 165, Act. 19-20; p. 179, Act. 3-4; p. 182, <i>On parle super bien!</i>; p. 200, Act. 27; p. 205, <i>Parlons un peu plus</i>; p. 212, Act. 2-3; p. 213, Act. 4-5; p. 216, <i>On parle super bien!</i>; p. 223, Act. 5; p. 226, Act. 9; p. 242, Act. 1-2; p. 243, Act. 4-6; p. 246, <i>On parle super bien!</i>; p. 251, Act. 5-6; p. 253, Act. 12; p. 263, Act. 4; p. 273, Act. 21; p. 277, Act. A-B; p. 284, Act. 1-3; p. 285, Act. 4; p. 302, Act. 14; p. 309, Act. A-B; p. 316, Act. 1-2; p. 317, Act. 3-4; p. 320, <i>On parle super bien!</i>; p. 333, Act. 12; p. 341, Act. A-B; p. 349, Act. 4-5; p. 359, Act. 6-7; p. 370, Act. 25-26; p.</p>

		<p>380, Act. 1-2; p. 381, Act. 4-5; p. 384, <i>On parle super bien!</i>; p. 407, Act. 7; p. 424, Act. 2-3; p. 425, Act. 4-5; p. 428, <i>On parle super bien!</i>; p. 456, Act. 1-3; p. 457, Act. 4-5; p. 488, Act. 1; p. 489, Act. 4-5</p> <p><b>TWE:</b> p. 3, Paired Activity; p. 196, Presentation; p. 213, Writing Development; p. 262, Writing Development; p. 361, Reaching All Students-Kinesthetic Learners</p>
<b>MLI.P2</b>	The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:	
<b>MLI.P2A</b>	Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.	<p><b>SE:</b> p. 5, Act. 4-5; p. 7, Act. 2; p. 9, Act. 2; p. 14, Act. 2-3; p. 35, Act. A; p. 42, Act. 3; p. 74, Act. 1-2; p. 89, Act. 11; p. 104, Act. 1; p. 105, Act. 2; p. 129, Act. A; p. 147, Act. 8; p. 157, Act. 6; p. 171, <i>Parlons un peu plus</i>; p. 178, Act. 1-2; p. 193, Act. 11; p. 212, Act. 1; p. 235, Act. A; p. 242, Act. 1-3; p. 253, Act. 10; p. 263, Act. 3; p. 274, Act. 24; p. 277, Act. A-B; p. 284, Act. 1; p. 302, Act. 14; p. 309, Act. A-B; p. 359, Act. 5; p. 373, Act. A-B; p. 380, Act. 3; p. 424, Act. 3; p. 439, Act. 10; p. 471, Act. 10, 12; p. 481, Act. B; p. 488, Act. 2</p> <p><b>TWE:</b> p. 3, Paired Activity; p. 170, Presentation; p. 204, Presentation; p. 248, Paired Activity; p. 272, Music Connection; p. 339, Chapter Projects; p. 372, Presentation; p. 416, Presentation; p. 432, Reaching All Students-Kinesthetic Learners; p. 448, Presentation; p. 470, Paired Activity; p. 480, Presentation; p. 512, <i>Attention!</i>; p. 514, Enrichment</p>
<b>MLI.P2B</b>	Demonstrate comprehension of rehearsed material.	<p><b>SE:</b> p. 5, Act. 4-5; p. 7, Act. 2; p. 9, Act. 2; p. 14, Act. 2-3; p. 35, Act. A; p. 42, Act. 3; p. 74, Act. 1-2; p. 89, Act. 11; p. 104, Act. 1; p. 105, Act. 2; p. 129, Act. A; p. 147, Act. 8; p. 157, Act. 6; p. 171, <i>Parlons un peu plus</i>; p. 178, Act. 1-2; p. 193, Act. 11; p. 212, Act. 1; p. 235, Act. A; p. 242, Act. 1-3; p. 253, Act. 10; p. 263, Act. 3; p. 274, Act. 24; p. 277, Act. A-B; p. 284, Act. 1; p. 302, Act. 14; p. 309, Act. A-B; p. 359, Act. 5; p. 373, Act. A-B; p. 380, Act. 3; p. 424, Act. 3; p. 439, Act. 10; p. 471, Act. 10, 12; p. 481, Act. B; p. 488, Act. 2</p> <p><b>TWE:</b> p. 3, Paired Activity; p. 170, Presentation; p. 204, Presentation; p. 248, Paired Activity; p. 372, Presentation; p. 416, Presentation; p. 432, Reaching All Students-Kinesthetic Learners; p. 448, Presentation; p. 470, Paired Activity; p. 480, Presentation; p. 512, <i>Attention!</i>; p. 514, Enrichment</p>
<b>MLI.CU1</b>	The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:	
<b>MLI.CU1A</b>	Demonstrate knowledge of contributions of target culture(s) to civilization.	<p><b>SE:</b> p. 21, Act. 4; p. 39, <i>Lecture supplémentaire 2</i>; pp. 68-69, <i>Lectures culturelles</i>; p. 77, <i>Culture</i>; p. 101, <i>Lecture supplémentaire 2</i>; p. 281, <i>Lecture</i></p>

		<p><i>supplémentaire 2</i>; pp. 344-345, <i>Lecture supplémentaire</i>; pp. 378-379, <i>Connexions</i>; pp. 452-453, <i>Lecture supplémentaire</i>; p. 485, <i>Lecture supplémentaire 2</i></p> <p><b>TWE:</b> p. 71, Learning from Photos; p. 73, Learning from Photos; p. 75, Fun Facts; p. 81, Spotlight on Culture; p. 98, Learning from Photos; p. 99, Learning from Photos; p. 111, Spotlight on Culture; p. 115, Art Connection; p. 118, Learning from Photos; p. 153, Spotlight on Culture; p. 177, Fun Facts; p. 185, Spotlight on Culture; p. 219, Spotlight on Culture; p. 242, Learning from Photos; p. 291, Spotlight on Culture; p. 323, Spotlight on Culture; p. 355, Spotlight on Culture; p. 399, Spotlight on Culture; p. 407, Fun Facts; p. 431, Spotlight on Culture; p. 435, Learning from Realia</p>
<b>MLI.CU1B</b>	Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.	<p><b>SE:</b> pp. 36-37, <i>Lectures culturelles</i>; pp. 70-71, <i>Lectures supplémentaires</i>; p. 75, <i>Realia</i>; pp. 98-99, <i>Lectures culturelles</i>; p. 100, <i>Lecture supplémentaire 1</i>; p. 133, <i>Lecture supplémentaire 2</i>; pp. 172-173, <i>Lectures culturelles</i>; p. 174, <i>Lecture supplémentaire 1</i>; p. 238, <i>Lecture supplémentaire 1</i>; p. 280, <i>Lecture supplémentaire 1</i>; pp. 418-419, <i>Lectures culturelles</i>; pp. 482-483, <i>Lectures culturelles</i></p> <p><b>TWE:</b> p. 37, Fun Facts; p. 49, Spotlight on Culture; p. 51, Chapter Projects; p. 54, Fun Facts; p. 56, Learning from Photos; p. 66, Learning from Photos; p. 96, Fun Facts; p. 131, Fun Facts; p. 159, Fun Facts; p. 163, Learning from Photos</p>
<b>MLI.CU1C</b>	Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.	<p><b>SE:</b> p. 3, Act. 3-4; p. 4, Act. 1-3; p. 5, Act. 5; p. 7, Act. 3; p. 8, Ordering food politely; p. 9, Act. 1; p. 38, <i>Lecture supplémentaire 1</i>; p. 64, <i>Tu et vous</i>; pp. 130-131, <i>Lectures culturelles</i>; p. 132, <i>Lecture supplémentaire 1</i>; pp. 148-151, <i>Reflets de la France</i>; pp. 174-175, <i>Lectures supplémentaires</i>; pp. 206-207, <i>Lectures culturelles</i>; pp. 208-209, <i>Lectures supplémentaires</i>; pp. 236-237, <i>Lectures culturelles</i>; p. 238, <i>Lecture supplémentaire 1</i>; pp. 254-257, <i>Reflets de l'Afrique</i>; pp. 312-313, <i>Lecture supplémentaire</i>; pp. 342-343, <i>Lectures culturelles</i>; p. 377, <i>Lecture supplémentaire 2</i>; pp. 394-397, <i>Reflets du Canada</i>; pp. 420-421, <i>Lecture supplémentaire</i>; pp. 450-451, <i>Lectures culturelles</i>; pp. 498-501, <i>Reflets de Paris</i>; pp. 524-539, <i>Vidéotour</i></p> <p><b>TWE:</b> p. 16, Spotlight on Culture; p. 32, About the French Language; p. 57, Fun Facts; p. 59, Fun Facts; p. 81, Spotlight on Culture; p. 82, Learning from Photos; p. 93, Learning from Photos; p. 99, Fun Facts; p. 107, Learning from Photos; p. 111, Spotlight on Culture; p. 117, Fun Facts; p. 142, Learning from Photos; p. 169, Fun Facts; p. 185, Spotlight on Culture; p. 187, Fun Facts; p. 190, Learning from Photos; p. 243, National Standards-Communities; p. 311, Fun</p>

		Facts; p. 399, Spotlight on Culture; p. 409, Learning from Photos; p. 412, Learning from Photos
<b>MLI.CCC1</b>	The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:	
<b>MLI.CCC1A</b>	Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.	<p><b>SE:</b> pp. xxii-xxiii; pp. xxiv-xxxi; pp. xxxii-xxxv; pp. 36-37, <i>Lectures culturelles</i>; p. 38, <i>Lecture supplémentaire 1</i>; pp. 40-41, <i>Connexions</i>; p. 71, <i>Lecture supplémentaire 2</i>; p. 132, <i>Lecture supplémentaire 1</i>; pp. 148-151, <i>Reflets de la France</i>; pp. 254-257, <i>Reflets de l'Afrique</i>; p. 295, <i>Realia</i>; pp. 310-311, <i>Lectures culturelles</i>; p. 344, <i>Lecture supplémentaire</i>; pp. 374-375, <i>Lectures culturelles</i>; p. 376, <i>Lecture supplémentaire 1</i>; p. 379, Act. A; pp. 394-397, <i>Reflets du Canada</i>; pp. 498-501, <i>Reflets de Paris</i></p> <p><b>TWE:</b> p. 1, Spotlight on Culture; p. 19, Learning from Photos; p. 21; Learning from Photos; p. 24, Learning from Photos; p. 27, Learning from Photos; p. 32, Learning from Photos; p. 34, Learning from Photos; p. 35, Learning from Photos; p. 45, Learning from Photos; p. 53, Learning from Photos; p. 59, Learning from Photos; p. 63, Learning from Photos; p. 72, Learning from Photos; p. 82, Learning from Photos; p. 93, Learning from Photos; p. 98, Learning from Photos; p. 99, Learning from Photos; p. 118, Learning from Photos; p. 119, Learning from Realia; p. 123, Learning from Photos; p. 137, Learning from Photos; p. 157, Learning from Photos; p. 207, Learning from Photos; p. 219, Spotlight on Culture; p. 274, Learning from Photos; p. 277, Learning from Photos; p. 278, Learning from Photos; p. 297, Chapter Projects; p. 298, Learning from Photos; p. 299, Learning from Photos; p. 302, History Connection; p. 304, Learning from Photos; p. 355, Spotlight on Culture; p. 359, Learning from Photos; p. 368, Learning from Photos; p. 370, Learning from Photos; p. 371, Learning from Photos; p. 372, Learning from Photos; p. 392, Learning from Photos; p. 393, Fun Facts; p. 419, Learning from Photos; p. 515, Geography Connection</p>
<b>MLI.CCC1B</b>	Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).	<p><b>SE:</b> p. 39, <i>Lecture supplémentaire 2</i>; p. 43, Writing Strategy; p. 68, Reading Strategy; p. 73, Act. C; p. 98, Reading Strategy; p. 130, Reading Strategy; p. 137, Writing Strategy; pp. 176-177, <i>Connexions</i>; p. 179, Writing Strategy; p. 206, Reading Strategy; pp. 210-211, <i>Connexions</i>; p. 213, Writing Strategy; p. 236, Reading Strategy; p. 243, Writing Strategy; p. 285, Writing Strategy; p. 310, Reading Strategy; pp. 314-315, <i>Connexions</i>; p. 342, Reading Strategy; pp. 346-347, <i>Connexions</i>; p. 349, Writing Strategy; p. 374, Reading Strategy; p. 381, Writing Strategy; p. 418, Reading Strategy; p. 425, Writing Strategy; p. 450, Reading Strategy; p. 457, Writing Strategy; p. 482,</p>

		<p>Reading Strategy; pp. 486-487, <i>Connexions</i>; p. 489, Writing Strategy</p> <p><b>TWE:</b> p. 55, Math Connection; p. 191, Math Connection; p. 283, Presentation-Step 3; p. 299, Math Connection; p. 517, Enrichment</p>
<b>MLI.CCC1C</b>	Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.	<p><b>SE:</b> pp. 454-455, <i>Connexions</i></p> <p><b>TWE:</b> p. 433, Enrichment; p. 463, Spotlight on Culture-Photograph; p. 470, Learning from Photos</p>
<b>MLI.CCC1D</b>	Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.	<p><b>SE:</b> p. 39, <i>Lecture supplémentaire 2</i>; pp. 40-41, <i>Connexions</i>; pp. 72-73, <i>Connexions</i>; pp. 102-103, <i>Connexions</i>; pp. 134-135, <i>Connexions</i>; pp. 240-241, <i>Connexions</i>; p. 281, <i>Lecture supplémentaire 2</i>; pp. 282-283, <i>Connexions</i>; pp. 378-379, <i>Connexions</i>; pp. 422-423, <i>Connexions</i>; pp. 454-455, <i>Connexions</i>; pp. 486-487, <i>Connexions</i></p> <p><b>TWE:</b> p. 43, Learning from Realia; p. 81, Spotlight on Culture; p. 101, History Connection; p. 105, History Connection; p. 111, Spotlight on Culture; p. 115, Art Connection; p. 153, Spotlight on Culture; p. 185, Spotlight on Culture; p. 219, Spotlight on Culture; p. 291, Spotlight on Culture; p. 302, History Connection; p. 307, Learning from Photos; p. 313, Learning from Photos; p. 323, Spotlight on Culture; p. 355, Spotlight on Culture; p. 365, History Connection; p. 373, Fun Facts; p. 375, Geography Connection; p. 383, History Connection; p. 399, Spotlight on Culture; p. 424, Art Connection; p. 431, Spotlight on Culture; p. 438, Art Connection; p. 439, Art Connection; p. 441, Art Connection; p. 447, Art Connection; p. 463, Spotlight on Culture; p. 469, Chapter Projects; p. 497, Art Connection; p. 508, Art Connection; p. 511, Art Connection; p. 514, History Connection</p>
<b>MLI.CCC2</b>	The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:	
<b>MLI.CCC2A</b>	Compare patterns of behavior and interaction in the students' own culture with those of the target language.	<p><b>SE:</b> p. 3, Act. 4; p. 7, Act. 3; pp. 36-37, <i>Lectures culturelles</i>; p. 70, <i>Lecture supplémentaire 1</i>; p. 96, <i>Un élève français aux États-Unis</i>; pp. 98-99, <i>Lectures culturelles</i>; pp. 100-101, <i>Lectures supplémentaires</i>; p. 105, Act. 4; p. 133, <i>Lecture supplémentaire 1</i>; pp. 174-175, <i>Lectures supplémentaires</i>; pp. 206-207, <i>Lectures culturelles</i>; pp. 208-209, <i>Lectures supplémentaires</i>; pp. 236-237, <i>Lectures culturelles</i>; pp. 238-239, <i>Lectures supplémentaires</i>; pp. 418-419, <i>Lectures culturelles</i>; pp. 420-421, <i>Lecture supplémentaire</i>; pp. 482-483, <i>Lectures culturelles</i>; p. 484, <i>Lecture supplémentaire 1</i></p> <p><b>TWE:</b> p. 26, Chapter Projects; p. 51, Chapter Projects; p. 59, Fun Facts; p. 87, About the French Language; p.</p>

		96, Fun Facts; p. 159, Fun Facts; p. 169, Fun Facts; p. 174, Fun Facts; p. 186, Note; p. 207, Fun Facts; p. 226, Chapter Projects; 223, Learning from Photos; p. 243, National Standards-Communities; p. 293, Cross-Cultural Comparison; p. 409, Learning from Photos; p. 419, Fun Facts; p. 430, National Standards-Communities
<b>MLI.CCC2B</b>	Demonstrate an awareness of elements of the students' own culture.	<b>SE:</b> p. 3, Act. 4; p. 7, Act. 3; p. 100, <i>Lecture supplémentaire 1</i> ; p. 105, Act. 2; p. 133, <i>Lecture supplémentaire 2</i> ; p. 243, Act. 6; p. 420, <i>Lecture supplémentaire</i> ; p. 484, <i>Lecture supplémentaire 1</i>  <b>TWE:</b> p. 174, Fun Facts; p. 226, Chapter Projects; p. 421, National Standards-Communities; p. 430, National Standards-Communities
<b>MLI.CCC3</b>	The students compare basic elements of the target language to the English language. The students:	
<b>MLI.CCC3A</b>	Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.	<b>SE:</b> pp. xxxviii-xxxix; pp. 18-19; p. 19, <i>Note</i> ; p. 23, <i>Note</i> ; p. 24, Act. 6; p. 26; p. 28; p. 29, Act. 17; p. 30, Act. 19; p. 33, Act. 28; p. 35, <i>Prononciation</i> ; p. 36, Reading Strategy; p. 57, Act. 10; p. 58; p. 59, Act. 12-13; p. 61, <i>Savez-vous que... ?</i> ; p. 64, p. 65, Act. 23; p. 83, <i>Note</i> ; p. 90; p. 94, <i>Attention!</i> ; p. 97, <i>Prononciation</i> ; pp. 102-103, <i>Connexions</i> ; p. 113, <i>Note</i> ; p. 120; p. 123; p. 126; p. 127, <i>Attention!</i> ; p. 129, <i>Prononciation</i> ; p. 143, <i>Structure</i> ; p. 144, <i>Les articles et les adjectifs</i> ; p. 146, <i>Les adjectifs possessifs</i> ; p. 155; p. 162, <i>Savez-vous que... ?</i> ; p. 165, <i>Aller + infinitif</i> , p. 166, <i>Les contractions avec à et de</i> ; p. 167, Act. 23, 25; p. 168; p. 171, <i>Prononciation</i> ; p. 191, <i>Note</i> ; p. 196; p. 198; p. 201; p. 205, <i>Prononciation</i> ; p. 220, <i>Vocabulaire</i> ; p. 229, <i>Attention!</i> ; p. 230, <i>Le comparatif des adjectifs</i> ; p. 232, <i>Savez-vous que... ?</i> ; p. 233, <i>Attention!</i> ; p. 235, <i>Prononciation</i> ; p. 272, <i>Savez-vous que... ?</i> ; p. 275, <i>Attention!</i> ; p. 277, <i>Prononciation</i> ; p. 300, <i>Savez-vous que... ?</i> ; p. 303, <i>Les adjectifs démonstratifs</i> ; p. 309, <i>Prononciation</i> ; p. 332; p. 333, Act. 11; p. 335; <i>Qui, qu'est-ce-que, quoi</i> ; p. 341, <i>Prononciation</i> ; p. 357; pp. 360-361, <i>Mots 2</i> ; p. 364; p. 367; p. 369; pp. 400-401, <i>Mots 1</i> ; pp. 408-409; p. 412, <i>Attention!</i> ; p. 413; p. 417, <i>Prononciation</i> ; pp. 432-433, <i>Mots 1</i> ; p. 440; p. 442, <i>Les pronoms me, te, nous, vous</i> ; p. 444; p. 449, <i>Prononciation</i> ; p. 465, <i>Note</i> ; p. 467, Act. 6; p. 472; p. 475; p. 478, <i>Le pronom en</i> ; p. 481, <i>Prononciation</i>  <b>TWE:</b> p. 22, Reaching All Students; p. 29, Reaching All Students; p. 51, Cognate Recognition; p. 55, <i>Attention!</i> ; p. 58, About the French Language; p. 64, Fun Facts; p. 83, Vocabulary Expansion; p. 87, <i>Attention!</i> ; p. 98, About the French Language; p. 113, About the French Language; p. 117, About the French Language; p. 147, Learning from Photos; p. 154, Reaching All Students; p. 155, Cognate Recognition; p. 168, Tutorial; p. 188, About the French Language; p. 190, About the French

		Language; p. 203, About the French Language; p. 221, About the French Language; p. 225, About the French Language; p. 227, About the French Language; p. 243, About the French Language; p. 261, About the French Language; p. 316, About the French Language; p. 325, About the French Language; p. 402, Recycling; p. 416, About the French Language; p. 465, Fun Facts
<b>MLI.CCC3B</b>	Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	<b>SE:</b> p. 26, <i>Attention!</i> ; p. 28, <i>Attention!</i> ; p. 35, <i>Prononciation</i> ; p. 90, <i>Attention!</i> ; p. 94, <i>Attention!</i> ; p. 97, <i>Prononciation</i> ; p. 123, <i>Attention!</i> ; p. 126, <i>Attention!</i> ; p. 129, <i>Prononciation</i> ; p. 171, <i>Prononciation</i> ; p. 201, <i>Attention!</i> ; p. 205, <i>Prononciation</i> ; p. 229, <i>Attention!</i> ; p. 230, <i>Attention!</i> ; p. 235, <i>Prononciation</i> ; p. 277, <i>Prononciation</i> ; p. 309, <i>Prononciation</i> ; p. 341, <i>Prononciation</i> ; p. 412, <i>Attention!</i> ; p. 417, <i>Prononciation</i> ; p. 444, <i>Attention!</i> ; p. 449, <i>Prononciation</i> ; p. 481, <i>Prononciation</i>  <b>TWE:</b> p. 17, About the French Language; p. 54, Presentation; p. 155, Cognate Recognition; p. 168, Tutorial; p. 188, About the French Language; p. 190, About the French Language; p. 261, About the French Language; p. 271, Reaching All Students
<b>MLI.CCC4</b>	The students demonstrate an awareness of current events in the target culture(s). The students:	
<b>MLI.CCC4A</b>	Give information regarding major current events of the target culture(s).	<b>TWE:</b> T22; p. 200, French Online; p. 225, French Online; p. 265, French Online; p. 293, French Online; p. 329, French Online; p. 405, French Online; p. 419, Fun Facts
<b>MLI.CCC4B</b>	Understand the impact of current events of the target culture(s).	<b>TWE:</b> T22; p. 200, French Online; p. 225, French Online; p. 265, French Online; p. 293, French Online; p. 329, French Online; p. 405, French Online; p. 419, Fun Facts
<b>MLI.CCC5</b>	The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:	
<b>MLI.CCC5A</b>	Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	<b>SE:</b> p. 71, <i>Lecture supplémentaire 2</i> ; p. 101, <i>Lecture supplémentaire 2</i> ; p. 228, French Online; p. 331, French Online; p. 445, French Online; p. 452, French Online  <b>TWE:</b> pp. T22-T23; p. 102, Career Connection; p. 105, National Standards-Communities; p. 161, National Standards-Communities; p. 101, French Online; p. 175, French Online; p. 200, French Online; p. 225, French Online; p. 243, National Standards-Communities; p. 323, National Standards-Communities; p. 375, French Online; p. 437, Chapter Projects
<b>MLI.CCC5B</b>	Identify resources, such as individuals	<b>SE:</b> p. xxxvi, pp. 68-69, <i>Lectures culturelles</i> ; p. 284,

	<p>and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.</p>	<p>Act. 2</p> <p><b>TWE:</b> p. 74, Career Connection; p. 75, Fun Facts; p. 102, Career Connection; p. 115, National Standards-Communities; p. 125, Chapter Projects; p. 259, National Standards-Communities; p. 267, Career Connection; p. 295, French Online; p. 323, National Standards-Communities; p. 421, National Standards-Communities</p>
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