



**Georgia Performance Standards
for Modern Languages Level II
Correlated to
Glencoe Bon voyage! Level 2 © 2008**

Standard	Standard	Where Taught
MLII.IP1	The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
MLII.IP1A	Express needs and preferences.	SE: R17, Act. 6; p. R45, Act. 9; p. 4, Act. 3; p. 5, Act. 6; p. 17, Act. 27; p. 81, Act. 21-22; p. 115, Act. 29; p. 117, Act. B; p. 124, Act. 2; p. 159, Act. A-B; p. 166, Act. 1-2; p. 177, Act. 4; p. 181, Act. 8-9; p. 184, Act. 18; p. 191, Act. A; p. 198, Act. 1, 3; p. 231, Act. 3; p. 241, Act. 7; p. 283, Act. 4; p. 287, Act. 10; p. 295, Act. A; p. 332, Act. 3; p. 353, Act. A-B; p. 360, Act. 1; p. 369, Act. 7; p. 389, Act. 20; p. 391, Act. B; p. 398, Act. 1; p. 439, Act. 4; p. 451, Act. A-B; p. 458, Act. 2; p. 469, Act. 4 TWE: p. R7, Learning from Photos; p. R25, Act. 5; p. 285, Vocabulary Expansion
MLII.IP1B	Express feelings and emotions.	SE: p. 37, Act. 5; p. 41, Act. 9-12; p. 58, Act. 3; p. 135, Act. 8; p. 255, Act. 10; p. 412, Act. 9; p. 413, Act. 10; p. 418, Act. 21; p. 419, Act. 23-26; p. 421, Act. B; p. 433, How well do you know your vocabulary? TWE: p. 410, Presentation
MLII.IP1C	Request help and clarification.	SE: p. 69, Act. 4-5; p. 73, Act. 10; p. 83, Act. C; p. 105, Act. 10; p. 117, Act. A; p. 125, Act. 4; p. 159, Act. A-B; p. 166, Act. 1; p. 265, Act. A; p. 295, Act. B; p. 313, Act. 4-5 TWE: p. 311, Reaching All Students
MLII.IP1D	Give descriptions.	SE: p. R3, Act. 1-2; p. R5, Act. 3-4; p. R19, Act. 12; p. R27, Act. 12; p. R35, Act. 8; p. R45, Act. 10; p. R57, Act. 11; p. 11, Act. 14; p. 26, Act. 2; p. 30, <i>On parle super bien!</i> ; p. 41, Act. 11-12; p. 43, Act. 16; p. 58, Act. 1; p. 62, <i>On parle super bien!</i> ; p. 69, Act. 6; p. 83, Act. B; p. 90, Act. 1; p. 91, Act. 7; p. 94, <i>On parle super bien!</i> ; p. 101, Act. 4-5; p. 105, Act. 9-10; p. 115, Act. 30; p. 124, Act. 1; p. 128, <i>On parle super bien!</i> ; p. 135, Act. 9; p. 149, Act. 11; p. 152, Act. 17; p. 170, <i>On parle super bien!</i> ; p. 171, How well do you know your vocabulary?; p. 181, Act. 10; p. 191, Act. B; p. 202, <i>On</i>

		<p><i>parle super bien!</i>; p. 203, How well do you know your vocabulary?; p. 209, Act. 5-6; p. 213, Act. 11; p. 230, Act. 1; p. 234, <i>On parle super bien!</i>; p. 251, Act. 4-5; p. 255, Act. 10; p. 261, Act. 23; p. 272, Act. 1; p. 276, <i>On parle super bien!</i>; p. 283, Act. 5; p. 295, Act. A; p. 306, <i>On parle super bien!</i>; p. 307, How well do you know your vocabulary?; p. 317, Act. 10; p. 336, <i>On parle super bien!</i>; p. 360, Act. 2; p. 364, <i>On parle super bien!</i>; p. 369, Act. 6; p. 379, Act. 5-6; p. 383, Act. 11-12; p. 391, Act. A; p. 398, Act. 2; p. 402, <i>On parle super bien!</i>; p. 421, Act. A; p. 432, <i>On parle super bien!</i>; p. 462, <i>On parle super bien!</i></p> <p>TWE: p. R7, Reaching All Students; p. 91, Learning from Photos; p. 136, Preview; p. 147, Reteaching; p. 242, Preview; p. 285, Chapter Projects; p. 349, Learning from Photos; p. 370, Learning from Photos; p. 386, Learning from Photos; p. 389, Learning from Photos; p. 392, Pre-reading; p. 468, Learning from Photos; p. 470, Preview</p>
MLII.IP1E	Give and follow directions and instructions.	<p>SE: p. 46, Act. 18-19; p. 47, Act. 20-23; p. 69, Act. 4-5; p. 73, Act. 10; p. 91, Act. 7; p. 181, Act. 10; p. 223, Act. A; p. 231, Act. 4; p. 259, Act. 14-16; p. 260, Act. 17-20; p. 313, Act. 4-5; p. 325, Act. B; p. 343, Act. 5-6; p. 428, Act. 2</p> <p>TWE: p. 2, Reaching All Students-TPR; p. 6, Reaching All Students; p. 34, Reaching All Students; p. 39, Reaching All Students-TPR; p. 70, Reaching All Students; p. 102, Reaching All Students; p. 142, Reaching All Students; p. 146, Reaching All Students; p. 179, Reaching All Students; p. 210, Reaching All Students; p. 284, Reaching All Students; p. 311, Reaching All Students</p>
MLII.IP1F	Ask questions and provide responses based on topics such as self, others, and the immediate environment.	<p>SE: p. R7, Act. 7; p. R9, Act. 10-12; p. R15, Act. 3; p. 26, Act. 1-2; p. 37, Act. 5; p. 41, Act. 10-12; p. 51, Act. A; p. 81, Act. 22; p. 90, Act. 2-3; p. 135, Act. 8; p. 149, Act. 10; p. 166, Act. 3; p. 167, Act. 6; p. 219, Act. 22; p. 255, Act. 9-10; p. 265, Act. B; p. 272, Act. 1-2; p. 321, Act. 16-17; p. 332, Act. 1; p. 333, Act. 5; p. 347, Act. 10; p. 369, Act. 5; p. 443, Act. 9; p. 451, Act. C</p> <p>TWE: p. R3, Reaching All Students; p. R13, Act. 2; p. 30, <i>On parle super bien!</i>; p. 40, Paired Activity; p. 62, <i>On parle super bien!</i>; p. 94, <i>On parle super bien!</i>; p. 128, <i>On parle super bien!</i>; p. 170, <i>On parle super bien!</i>; p. 202, <i>On parle super bien!</i>; p. 234, <i>On parle super bien!</i>; p. 276, <i>On parle super bien!</i>; p. 306, <i>On parle super bien!</i>; p. 323, Act. 22; p. 336, <i>On parle super bien!</i>; p. 364, <i>On parle super bien!</i>; p. 402, <i>On parle super bien!</i>; p. 432, <i>On parle super bien!</i>; p. 462, <i>On parle super bien!</i></p>
MLII.IP1G	Ask questions and provide responses about plans and events.	<p>SE: p. R56, Act. 10; p. R57, Act. 11-13; p. 9, Act. 10; p. 19, <i>Parlons un peu plus</i>; p. 27, Act. 4; p. 73, Act. 11; p. 105, Act. 10; p. 111, Act. 21; p. 117, Act. A; p. 125, Act. 4; p. 223, Act. B; p. 241, Act. 8; p. 251, Act. 4; p. 265, Act. A; p. 283, Act. 4; p. 287, Act. 11; p. 302, Act. 1; p. 321, Act. 16-17; p. 325,</p>

		Act. A-B; p. 391, Act. C; p. 398, Act. 1-2; p. 421, Act. B TWE: p. 184, Enrichment
MLII.IP2	The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. The students:	
MLII.IP2A	Initiate, participate in, and close an oral or written exchange.	SE: p. R9, Act. 11-12; p. R19, Act. 11, 13; p. R27, Act. 10-11; p. R45, Act. 8-9; p. R56, Act. 10; p. R57, Act. 11-13; p. 5, Act. 6; p. 9, Act. 9-10; p. 19, <i>Parlons un peu plus</i> ; p. 26, Act. 1-2; p. 31, How well do you know your vocabulary?; p. 37, Act. 5; p. 41, Act. 9-12; p. 51, Act. A-B; p. 58, Act. 1-3; p. 59, Act. 4; p. 69, Act. 4-6; p. 73, Act. 11; p. 81, Act. 21-22; p. 83, Act. B-C; p. 90, Act. 1-3; p. 91, Act. 7; p. 101, Act. 4; p. 105, Act. 10; p. 111, Act. 21-22; p. 115, Act. 29-30; p. 117, Act. A-B; p. 124, Act. 1-3; p. 125, Act. 4; p. 135, Act. 8-9; p. 145, Act. 5-6; p. 149, Act. 10; p. 159, Act. A-B; p. 166, Act. 1-3; p. 167, Act. 6; p. 181, Act. 9-10; p. 184, Act. 17-18; p. 191, Act. A-B; p. 198, Act. 1-3; p. 199, Act. 4; p. 209, Act. 5-6; p. 213, Act. 10-11; p. 223, Act. A-B; p. 230, Act. 1-2; p. 241, Act. 6-8; p. 255, Act. 9-10; p. 260, Act. 20; p. 265, Act. A-B; p. 272, Act. 1-3; p. 283, Act. 4; p. 287, Act. 9-11; p. 295, Act. A-B; p. 302, Act. 1-2; p. 313, Act. 4-5; p. 317, Act. 9-10; p. 325, Act. B; p. 332, Act. 2-3; p. 360, Act. 1-2; p. 379, Act. 5-6; p. 383, Act. 11-12; p. 389, Act. 21-22; p. 391, Act. A-C; p. 398, Act. 1-3; p. 409, Act. 6; p. 413, Act. 11; p. 421, Act. A-B; p. 428, Act. 1-2; p. 439, Act. 4; p. 446, Act. 14; p. 451, Act. A-C; p. 458, Act. 1-2; p. 469, Act. 4-5 TWE: p. R22, Paired Activity; p. R31, Reaching All Students; p. R38, Paired Activity; p. 2, Reaching All Students-Kinesthetic Learners; p. 40, Paired Activity; p. 71, Paired Activity; p. 84, Paired Activity; p. 116, Presentation-Step 4; p. 143, Reaching All Students; p. 148, Paired Activity; p. 311, Reaching All Students; p. 415, Learning from Photos; pp. 500-513, <i>Vidéo VHS/DVD</i>
MLII.IP2B	Use simple paraphrasing to convey and comprehend messages.	SE: p. 152, Act. 17 TWE: p. R6, Act. 5; p. R15, Act. 4; p. R54, Act. 5-6; p. 18, Presentation-Step 4; p. 130, Presentation-Step 2; p. 176, Reteaching; p. 197, <i>Attention!</i> ; p. 250, Act. 2-3; p. 295, Reaching All Students; p. 325, Reaching All Students; p. 379, Reteaching; p. 415, Act. 13 and 15, p. 476, <i>Attention!</i>
MLII.IP2C	Use gestures and body language to convey and comprehend messages.	SE: p. 58, Act. 3; p. 413, Act. 12 TWE: p. 187, Reaching All Students; p. 230, Presentation; p. 250, Act. 2-3; p. 340, Presentation-Step 3; p. 380, Reaching All Students; p. 406, Reaching All Students; p. 410, Reaching All Students
MLII.IP2D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper	SE: p. R9, Act. 11-12; p. R19, Act. 11, 13; p. R27, Act. 10-11; p. R45, Act. 8-9; p. R56, Act. 10; p. R57, Act. 11-13; p. 5, Act. 6; p. 9, Act. 9-10; p. 19, <i>Parlons un peu plus</i> ; p. 26,

	pronunciation, intonation, and writing mechanics.	<p>Act. 1-2; p. 37, Act. 5; p. 41, Act. 9-12; p. 51, Act. A-B; p. 58, Act. 1-3; p. 59, Act. 4; p. 69, Act. 4-6; p. 73, Act. 11; p. 81, Act. 21-22; p. 83, Act. B-C; p. 90, Act. 1-3; p. 91, Act. 7; p. 101, Act. 4; p. 105, Act. 10; p. 111, Act. 21-22; p. 115, Act. 29-30; p. 117, Act. A-B; p. 124, Act. 1-3; p. 125, Act. 4; p. 135, Act. 8-9; p. 145, Act. 5-6; p. 149, Act. 10; p. 159, Act. A-B; p. 166, Act. 1-3; p. 167, Act. 6; p. 181, Act. 9-10; p. 184, Act. 17-18; p. 191, Act. A-B; p. 198, Act. 1-3; p. 199, Act. 4; p. 209, Act. 5-6; p. 213, Act. 10-11; p. 223, Act. A-B; p. 230, Act. 1-2; p. 241, Act. 6-8; p. 255, Act. 9-10; p. 260, Act. 20; p. 265, Act. A-B; p. 272, Act. 1-3; p. 283, Act. 4; p. 287, Act. 9-11; p. 295, Act. A-B; p. 302, Act. 1-2; p. 313, Act. 4-5; p. 317, Act. 9-10; p. 325, Act. B; p. 332, Act. 2-3; p. 360, Act. 1-2; p. 379, Act. 5-6; p. 383, Act. 11-12; p. 389, Act. 21-22; p. 391, Act. A-C; p. 398, Act. 1-3; p. 409, Act. 6; p. 413, Act. 11; p. 421, Act. A-B; p. 428, Act. 1-2; p. 439, Act. 4; p. 446, Act. 14; p. 451, Act. A-C; p. 458, Act. 1-2; p. 469, Act. 4-5</p> <p>TWE: p. R22, Paired Activity; p. R31, Reaching All Students; p. R38, Paired Activity; p. 2, Reaching All Students-Kinesthetic Learners; p. 29, Glencoe Technology; p. 30, Differentiation; p. 40, Paired Activity; p. 61, Glencoe Technology; p. 62, Differentiation; p. 71, Paired Activity; p. 84, Paired Activity; p. 93, Glencoe Technology; p. 94, Differentiation; p. 116, Presentation-Step 4; p. 127, Glencoe Technology; p. 128, Differentiation; p. 143, Reaching All Students; p. 148, Paired Activity; p. 169, Glencoe Technology; p. 170, Differentiation; p. 201, Glencoe Technology; p. 202, Differentiation; p. 233, Glencoe Technology; p. 234, Differentiation; p. 238, Reaching All Students; p. 274, Glencoe Technology; p. 276, Differentiation; p. 305, Glencoe Technology; p. 306, Differentiation; p. 311, Reaching All Students; p. 335, Glencoe Technology; p. 336, Differentiation; p. 363, Glencoe Technology; p. 364, Differentiation; p. 401, Glencoe Technology; p. 402, Differentiation; p. 431, Glencoe Technology; p. 432, Differentiation; p. 461, Glencoe Technology; p. 462, Differentiation</p>
MLII.INT1	The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	
MLII.INT1A	Identify main ideas and essential details when reading and listening.	<p>SE: p. R14, <i>Vous avez compris?</i>; p. R24, <i>Vous avez compris?</i>; p. R32, <i>Vous avez compris?</i>; p. R40, <i>Vous avez compris?</i>; p. R50, <i>Vous avez compris?</i>; p. 18, <i>Vous avez compris?</i>; p. 21, <i>Vous avez compris?</i>; p. 23, <i>Vous avez compris?</i>; p. 25, <i>Vous avez compris?</i>; p. 50, <i>Vous avez compris?</i>; p. 53, <i>Vous avez compris?</i>; p. 54, <i>Vous avez compris?</i>; p. 82, <i>Vous avez compris?</i>; p. 85, <i>Vous avez compris?</i>; p. 116, <i>Vous avez compris?</i>; p. 119, <i>Vous avez compris?</i>; p. 120, <i>Vous avez compris?</i>; p. 121, <i>Vous avez compris?</i>; p. 161, <i>Vous avez compris?</i>; p. 190, <i>Vous avez</i></p>

		<p><i>compris?</i>; p. 193, <i>Vous avez compris?</i>; p. 222, <i>Vous avez compris?</i>; p. 225, <i>Vous avez compris?</i>; p. 229, Act. A; p. 236, <i>Vous avez compris?</i>; p. 267, <i>Vous avez compris?</i>; p. 269, <i>Vous avez compris?</i>; p. 294, <i>Vous avez compris?</i>; p. 297, <i>Vous avez compris?</i>; p. 298, <i>Vous avez compris?</i>; p. 299, <i>Vous avez compris?</i>; p. 327, <i>Vous avez compris?</i>; p. 329, <i>Vous avez compris?</i>; p. 352, <i>Vous avez compris?</i>; p. 355, <i>Vous avez compris?</i>; p. 390, <i>Vous avez compris?</i>; p. 393, <i>Vous avez compris?</i>; p. 395, <i>Vous avez compris?</i>; p. 420, <i>Vous avez compris?</i>; p. 423, <i>Vous avez compris?</i>; p. 450, <i>Vous avez compris?</i>; p. 453, <i>Vous avez compris?</i>; p. 464, <i>Vous avez compris?</i>; p. 479, Act. A-B, E; p. 483, Act. A-C; p. 485, Act. A; p. 491, Act. A-C; p. 497, Act. A-B</p> <p>TWE: p. 264, Reaching All Students; p. 295, Reaching All Students; p. 325, Reaching All Students; p. 344, Reaching All Students; p. 427, Presentation-Note; p. 491, Reaching All Students; p. 495, Reaching All Students</p>
MLII.INT1B	Interpret culturally authentic materials and information.	<p>SE: pp. 20-21, <i>Lectures culturelles</i>; pp. 22-23, <i>Lecture supplémentaire</i>; pp. 52-53, <i>Lectures culturelles</i>; pp. 54-55, <i>Lectures supplémentaires</i>; p. 56, <i>Realia</i>; pp. 84-85, <i>Lectures culturelles</i>; pp. 86-87, <i>Lectures supplémentaires</i>; p. 117, <i>Realia</i>; pp. 118-119, <i>Lectures culturelles</i>; pp. 120-121, <i>Lectures supplémentaires</i>; p. 149, <i>Realia</i>; p. 154, <i>Realia</i>; pp. 160-161, <i>Lectures culturelles</i>; pp. 162-163, <i>Lectures supplémentaires</i>; p. 181, <i>Realia</i>; p. 185, <i>Realia</i>; p. 189, <i>Realia</i>; p. 191, <i>Realia</i>; pp. 192-193, <i>Lectures culturelles</i>; pp. 194-195, <i>Lectures supplémentaires</i>; p. 198, <i>Realia</i>; p. 199, <i>Realia</i>; p. 209, <i>Realia</i>; pp. 224-225, <i>Lectures culturelles</i>; pp. 226-227, <i>Lecture supplémentaire</i>; p. 258, <i>Realia</i>; ; p. 260, <i>Realia</i>; pp. 266-267, <i>Lectures culturelles</i>; pp. 268-269, <i>Lecture supplémentaire</i>; p. 283, <i>Realia</i>; p. 295, <i>Realia</i>; pp. 296-297, <i>Lectures culturelles</i>; pp. 298-299, <i>Lectures supplémentaires</i>; p. 302, <i>Realia</i>; p. 303, <i>Realia</i>; pp. 326-327, <i>Lectures culturelles</i>; pp. 328-329, <i>Lecture supplémentaire</i>; pp. 354-355, <i>Lectures culturelles</i>; pp. 356-357, <i>Lectures supplémentaires</i>; pp. 392-393, <i>Lectures culturelles</i>; pp. 394-395, <i>Lecture supplémentaire</i>; pp. 422-423, <i>Lectures culturelles</i>; pp. 424-425, <i>Lectures supplémentaires</i>; p. 440, <i>Realia</i>; p. 443, <i>Realia</i>; p. 451, <i>Realia</i>; pp. 452-453, <i>Lectures culturelles</i>; pp. 454-455, <i>Lectures supplémentaires</i></p> <p>TWE: p. 303, Learning from <i>Realia</i>; p. 388, Learning from <i>Realia</i>; p. 446, Recycling</p>
MLII.INT1C	Comprehend and follow oral and written instructions.	<p>SE: p. 72, Act. 8; p. 73, Act. 10; p. 195, <i>Lecture supplémentaire 1</i></p> <p>TWE: p. 2, Reaching All Students-TPR; p. 6, Reaching All Students; p. 34, Reaching All Students; p. 39, Reaching All Students-TPR; p. 70, Reaching All Students; p. 102, Reaching All Students; p. 142, Reaching All Students; p. 146, Reaching All Students; p. 179, Reaching All Students; p. 210, Reaching All Students; p. 284, Reaching All</p>

		Students; p. 311, Reaching All Students; p. 314, Chapter Projects
MLII.INT1D	Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.	<p>SE: p. R14, <i>Vous avez compris?</i>; p. R24, <i>Vous avez compris?</i>; p. R32, <i>Vous avez compris?</i>; p. R40, <i>Vous avez compris?</i>; p. R50, <i>Vous avez compris?</i>; p. 18, <i>Vous avez compris?</i>; p. 21, <i>Vous avez compris?</i>; p. 23, <i>Vous avez compris?</i>; p. 25, <i>Vous avez compris?</i>; p. 29, Act. 6; p. 50, <i>Vous avez compris?</i>; p. 53, <i>Vous avez compris?</i>; p. 54, <i>Vous avez compris?</i>; p. 82, <i>Vous avez compris?</i>; p. 85, <i>Vous avez compris?</i>; p. 93, Act. 5; p. 116, <i>Vous avez compris?</i>; p. 119, <i>Vous avez compris?</i>; p. 120, <i>Vous avez compris?</i>; p. 121, <i>Vous avez compris?</i>; p. 127, Act. 6; p. 161, <i>Vous avez compris?</i>; p. 169, Act. 8; p. 190, <i>Vous avez compris?</i>; p. 193, <i>Vous avez compris?</i>; p. 201, Act. 7; p. 222, <i>Vous avez compris?</i>; p. 225, <i>Vous avez compris?</i>; p. 233, Act. 8; p. 236, <i>Vous avez compris?</i>; p. 267, <i>Vous avez compris?</i>; p. 269, <i>Vous avez compris?</i>; p. 275, Act. 8; p. 294, <i>Vous avez compris?</i>; p. 297, <i>Vous avez compris?</i>; p. 298, <i>Vous avez compris?</i>; p. 299, <i>Vous avez compris?</i>; p. 305, Act. 6; p. 327, <i>Vous avez compris?</i>; p. 329, <i>Vous avez compris?</i>; p. 335, Act. 6; p. 352, <i>Vous avez compris?</i>; p. 355, <i>Vous avez compris?</i>; p. 363, Act. 6; p. 390, <i>Vous avez compris?</i>; p. 393, <i>Vous avez compris?</i>; p. 395, <i>Vous avez compris?</i>; p. 401, Act. 5; p. 420, <i>Vous avez compris?</i>; p. 423, <i>Vous avez compris?</i>; p. 431, Act. 7; p. 450, <i>Vous avez compris?</i>; p. 453, <i>Vous avez compris?</i>; p. 464, <i>Vous avez compris?</i>; p. 479, Act. A-B, E; p. 483, Act. A-C; p. 485, Act. A; p. 491, Act. A-C; p. 497, Act. A-B</p> <p>TWE: p. 53, Reading; p. 84, Reaching All Students; p. 264, Reaching All Students; p. 295, Reaching All Students; p. 325, Reaching All Students; p. 344, Reaching All Students; p. 491, Reaching All Students; p. 495, Reaching All Students</p>
MLII.INT2	The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. The students:	
MLII.INT2A	Differentiate among increasingly complex statements, questions, and exclamations.	<p>SE: p. 45, <i>L'impératif</i>, p. 46, Act. 18-19; p. 47, Act. 23; p. 256, <i>Les pronoms interrogatifs et relatifs</i>; p. 257, Act. 11-12; p. 258, <i>Les pronoms et l'impératif</i>, p. 259, Act. 14-16; p. 260, Act. 19-20; p. 318, <i>Les questions</i>; p. 319, Act. 11-13; p. 320, Act. 14-15</p> <p>TWE: p. 13, Reaching All Students; p. 229, About the French Language; p. 238, Reaching All Students; p. 319, Vocabulary Expansion; p. 333, About the French Language</p>
MLII.INT2B	Interpret basic gestures, body language, and intonation that clarify a message.	<p>SE: p. 498, Video Companion-Developing listening and viewing skills; p. 505, <i>Avant de regarder</i>; p. 508, <i>Avant de regarder</i>; p. 513, <i>Avant de regarder</i></p> <p>TWE: p. 31, <i>Vidéo VHS/DVD</i>; p. 35, Step-4; p. 39, Reaching All Students-Kinesthetic Learners; p. 46, Reaching All</p>

		Students; p. 63, <i>Vidéo VHS/DVD</i> ; p. 95, <i>Vidéo VHS/DVD</i> ; p. 98, Reaching All Students; p. 129, <i>Vidéo VHS/DVD</i> ; p. 171, <i>Vidéo VHS/DVD</i> ; p. 187, Reaching All Students; p. 203, <i>Vidéo VHS/DVD</i> ; p. 210, Presentation-Step 4; p. 235, <i>Vidéo VHS/DVD</i> ; p. 248, Presentation; p. 250, Act. 2-3; p. 253, Reaching All Students; p. 281, Reaching All Students; p. 324, Presentation; p. 340, Presentation-Step 3; p. 380, Reaching All Students; p. 406, Reaching All Students; p. 410, Presentation
MLII.P1	The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students:	
MLII.P1A	Relate main ideas and essential details from level-appropriate print or non-print material.	SE: p. 53, Act. C; p. 119, Act. B; p. 229, Act. A; p. 269, <i>Vous avez compris?</i> ; p. 298, Act. B; p. 329, Act. A; p. 479, Act. E; p. 483, Act. B-C; p. 485, Act. A TWE: p. 79, Reaching All Students; p. 84, Reaching All Students; p. 491, Reaching All Students
MLII.P1B	Give brief, organized oral presentations, using visual and technological support as appropriate.	SE: p. 30, <i>On parle super bien!</i> ; p. 62, <i>On parle super bien!</i> ; p. 94, <i>On parle super bien!</i> ; p. 124, Act. 2; p. 128, <i>On parle super bien!</i> ; p. 170, <i>On parle super bien!</i> ; p. 202, <i>On parle super bien!</i> ; p. 234, <i>On parle super bien!</i> ; p. 276, <i>On parle super bien!</i> ; p. 306, <i>On parle super bien!</i> ; p. 333, Act. 5; p. 336, <i>On parle super bien!</i> ; p. 364, <i>On parle super bien!</i> ; p. 402, <i>On parle super bien!</i> ; p. 432, <i>On parle super bien!</i> ; p. 462, <i>On parle super bien!</i> TWE: p. R45, Reaching All Students; p. 7, Chapter Projects; p. 30, <i>On parle super bien!</i> -#6; p. 62, <i>On parle super bien!</i> -#6; p. 94, <i>On parle super bien!</i> -#6; p. 99, Chapter Projects; p. 128, <i>On parle super bien!</i> -#6; p. 170, <i>On parle super bien!</i> -#6; p. 202, <i>On parle super bien!</i> -#6; p. 234, <i>On parle super bien!</i> -#6; p. 269, Chapter Projects; p. 276, <i>On parle super bien!</i> -#6; p. 285, Chapter Projects; p. 306, <i>On parle super bien!</i> -#6; p. 336, <i>On parle super bien!</i> -#6; p. 364, <i>On parle super bien!</i> -#6; p. 383, Chapter Projects; p. 402, <i>On parle super bien!</i> -#6; p. 408, Reaching All Students; p. 432, <i>On parle super bien!</i> -#6; p. 462, <i>On parle super bien!</i> -#6; p. 497, Reaching All Students
MLII.P1C	Write short, organized compositions, using visual and technological support as appropriate.	SE: p. 26, Act. 3; p. 27, Act. 5; p. 59, Act. 4-5; p. 91, Act. 5-6; p. 95, How well do you know your vocabulary?; p. 125, Act. 5; p. 129, How well do you know your vocabulary?; p. 166, Act. 4; p. 199, Act. 5; p. 231, Act. 5; p. 235, How well do you know your vocabulary?; p. 273, Act. 5; p. 277, How well do you know your vocabulary?; p. 303, Act. 4; p. 331, Act. B; p. 333, Act. 4; p. 337, How well do you know your vocabulary?; p. 361, Act. 4-5; p. 365, How well do you know your vocabulary?; p. 403, How well do you know your vocabulary?; p. 399, Act. 5; p. 459, Act. 4; p. 463, How well do you know your vocabulary?

		<p>TWE: p. 7, Chapter Projects; p. 30, <i>On parle super bien!</i>-#7; p. 62, <i>On parle super bien!</i>-#7; p. 66, Chapter Projects; p. 94, <i>On parle super bien!</i>-#7; p. 111, Writing Development; p. 128, <i>On parle super bien!</i>-#7; p. 170, <i>On parle super bien!</i>-#7; p. 182, Writing Development; p. 202, <i>On parle super bien!</i>-#7; p. 208, Writing Development; p. 212, Chapter Projects; p. 213, Writing Development; p. 234, <i>On parle super bien!</i>-#7; p. 251, Writing Development; p. 253, Chapter Projects; p. 271, Chapter Projects; p. 276, <i>On parle super bien!</i>-#7; p. 282, Writing Development; p. 306, <i>On parle super bien!</i>-#7; p. 313, Writing Development; p. 336, <i>On parle super bien!</i>-#7; p. 347, Chapter Projects; p. 359, Chapter Projects; p. 364, <i>On parle super bien!</i>-#7; p. 383, Chapter Projects; p. 402, <i>On parle super bien!</i>-#7; p. 411, Enrichment; p. 432, <i>On parle super bien!</i>-#7; p. 443, Chapter Projects; p. 462, <i>On parle super bien!</i>-#7</p>
MLII.P1D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<p>SE: p. 19, <i>Prononciation</i>; p. 26, Act. 3; p. 27, Act. 5; p. 29, Act. 3-5; p. 51, <i>Prononciation</i>; p. 59, Act. 4-5; p. 61, Act. 4-6; p. 91, Act. 5-6; p. 93, Act. 3-4; p. 124, Act. 2; p. 125, Act. 5; pp. 126-127, Act. 3-5; p. 166, Act. 4; p. 169, Act. 5-7; p. 199, Act. 5; p. 201, Act. 4-6; p. 231, Act. 5; p. 233, Act. 4-6; p. 273, Act. 4-5; p. 275, Act. 3-7; p. 303, Act. 4; pp. 304-305, Act. 3-5; p. 333, Act. 4-5; pp. 334-335, Act. 3-5; p. 361, Act. 4-5; p. 363, Act. 4-5; p. 399, Act. 5; pp. 400-401, Act. 3-4; p. 431, Act. 5-6; p. 459, Act. 3; p. 461, Act. 4-6</p> <p>TWE: p. R39, Writing Development; p. R42, Writing Development; p. R54, Writing Development; p. 5, Writing Development; p. 7, Chapter Projects; p. 27, Writing Development; p. 59, Writing Development; p. 99, Chapter Projects; p. 101, Writing Development; p. 111, Writing Development; p. 125, Writing Development; p. 148, Writing Development; p. 155, Checkup; p. 158, Glencoe Technology; p. 182, Writing Development; p. 190, Glencoe Technology; p. 208, Writing Development; p. 212, Chapter Projects; p. 213, Writing Development; p. 251, Writing Development; p. 253, Chapter Projects; p. 269, Chapter Projects; p. 271, Chapter Projects; p. 273, Writing Development; p. 282, Writing Development; p. 285, Chapter Projects; p. 313, Writing Development; p. 324, Glencoe Technology; p. 347, Chapter Projects; p. 359, Chapter Projects; p. 361, Writing Development; p. 383, Chapter Projects; p. 408, Reaching All Students; p. 411, Enrichment; p. 429, Writing Development; p. 443, Chapter Projects; p. 459, Writing Development; p. 497, Reaching All Students</p>
MLII.P2	The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:	
MLII.P2A	Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.	<p>SE: p. 58, Act. 2; p. 111, Act. 22; p. 117, Act. A; p. 145, Act. 5-6; p. 159, Act. A-B; p. 166, Act. 1; p. 198, Act. 1; p. 223, Act. A-B; p. 255, Act. 9-10; p. 265, Act. A-B; p. 272, Act. 3; p. 287, Act. 9; p. 302, Act. 1-2; p. 409, Act. 6; p. 413, Act.</p>

		<p>11; p. 421, Act. A-B; p. 429, Act. 5; p. 443, Act. 9; p. 451, Act. C</p> <p>TWE: p. 2, Reaching All Students-Kinesthetic Learners; p. 50, Glencoe Technology; p. 71, Paired Activity; p. 73, Reaching All Students; p. 82, Glencoe Technology; p. 116, Presentation- Step 4; p. 167, Reaching All Students; p. 311, Reaching All Students; p. 346, Writing Development; p. 353, Glencoe Technology; p. 450, Glencoe Technology</p>
MLII.P2B	Demonstrate comprehension of material.	<p>SE: p. 58, Act. 2; p. 111, Act. 22; p. 117, Act. A; p. 145, Act. 5-6; p. 159, Act. A-B; p. 166, Act. 1; p. 198, Act. 1; p. 223, Act. A-B; p. 255, Act. 9-10; p. 265, Act. A-B; p. 272, Act. 3; p. 287, Act. 9; p. 302, Act. 1-2; p. 409, Act. 6; p. 413, Act. 11; p. 421, Act. A-B; p. 429, Act. 5; p. 443, Act. 9; p. 451, Act. C</p> <p>TWE: p. 2, Reaching All Students-Kinesthetic Learners; p. 71, Paired Activity; p. 73, Reaching All Students; p. 116, Presentation-Step 4; p. 167, Reaching All Students; p. 311, Reaching All Students; p. 346, Writing Development</p>
MLII.CU1	The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. The students:	
MLII.CU1A	Participate in real or simulated cultural events, such as family activities and holiday celebrations.	<p>SE: p. 387, French Online; p. 391, Act. C; p. 398, French Online</p> <p>TWE: p. R22, Paired Activity; p. 2, Reaching All Students-Kinesthetic Learners; p. 25, Presentation-Step 4; p. 99, Chapter Projects-<i>Un voyage</i>; p. 174, Chapter Projects; p. 383, Chapter Projects</p>
MLII.CU1B	Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.	<p>SE: p. R57, French Online; p. 54, <i>Lecture supplémentaire 1</i>; pp. 86-87, <i>Lectures supplémentaires</i>; p. 151, French Online; pp. 160-161, <i>Lectures culturelles</i>; p. 194, <i>Lecture supplémentaire 1</i>; pp. 224-225, <i>Lectures culturelles</i>; p. 298, <i>Lecture supplémentaire 1</i>; pp. 326-327, <i>Lectures culturelles</i>; pp. 328-329, <i>Lecture supplémentaire</i>; pp. 354-355, <i>Lectures culturelles</i>; p. 356, <i>Lecture supplémentaire 1</i>; p. 360, Act. 2; pp. 370-373, <i>Reflets des Caraïbes</i>; pp. 376-377, <i>Vocabulaire</i>; pp. 380-381, <i>Vocabulaire</i>; p. 387, French Online; pp. 392-393, <i>Lectures culturelles</i>; pp. 394-395, <i>Lecture supplémentaire</i>; pp. 422-423, <i>Lectures culturelles</i>; pp. 424-425, <i>Lectures supplémentaires</i>; pp. 426-427, <i>Connexions</i>; p. 428, French Online; p. 429, Act. 4; pp. 498-513, <i>Vidéotour</i></p> <p>TWE: pp. 0-1, National Standards-Communities; p. 52, National Standards-Comparisons; p. 71, Cross-Cultural Comparison; p. 295, Fun Facts; p. 309, Spotlight on Culture-Photograph; p. 375, Spotlight on Culture-Photograph; p. 391, Cross-Cultural Comparison; p. 399, Cross-Cultural Comparison; p. 405, Spotlight on Culture-Photograph</p>

MLII.CU1C	Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.	<p>SE: pp. xxiv-xxx; pp. 118-119, <i>Lectures culturelles</i>; pp. 120-121, <i>Lectures supplémentaires</i>; pp. 136-139, <i>Reflets de la France</i>; pp. 192-193, <i>Lectures culturelles</i>; p. 221, French Online; pp. 226-227, <i>Lecture supplémentaire</i>; pp. 242-245, <i>Reflets du Maghreb</i>; pp. 296-297, <i>Lectures culturelles</i>; pp. 354-355, <i>Lectures culturelles</i>; pp. 356-357, <i>Lectures supplémentaires</i>; pp. 370-373, <i>Reflets des Caraïbes</i>; pp. 470-473, <i>Reflets de l'Europe francophone</i></p> <p>TWE: p. R32, Geography Connection; p. R35, Fun Facts; p. R38, Geography Connection; p. R54, Fun Facts; p. 1, Spotlight on Culture-Sculpture; p. 22, Learning from Photos; p. 76, Learning from Photos; p. 77, History Connection; p. 97, Spotlight on Culture-Photograph; p. 100, Learning from Photos; p. 107, Learning from Photos; p. 118, Geography Connection; p. 141, Spotlight on Culture-Photograph; p. 152, Learning from Photos; p. 153, Learning from Photos; p. 159, Learning from Realia; p. 188, Learning from Photos; p. 199, Learning from Photos; p. 214, Learning from Photos; p. 224, Geography Connection; p. 279, Spotlight on Culture-Photograph; p. 317, Learning from Photos; p. 322, Learning from Photos; p. 339, Spotlight on Culture-Photograph; p. 346, Geography Connection; p. 482, Learning from Photos</p>
MLII.CCC1	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:	
MLII.CCC1A	Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.	<p>SE: pp. 0-1, Fine Art Image/Caption; pp. 22-23, <i>Lecture supplémentaire</i>; p. 32, Fine Art Image/Caption; p. 55, <i>Lecture supplémentaire 2</i>; p. 64, Fine Art Image/Caption; p. 96, Fine Art Image/Caption; p. 140, Fine Art Image/Caption; p. 172, Fine Art Image/Caption; p. 204, Fine Art Image/Caption; p. 246, Fine Art Image/Caption; p. 278, Fine Art Image/Caption; p. 308, Fine Art Image/Caption; p. 338, Fine Art Image/Caption; p. 374, Fine Art Image/Caption; p. 404, Fine Art Image/Caption; p. 434, Fine Art Image/Caption; p. 478, <i>Introduction</i>; p. 491, French Online; p. 494, <i>Introduction</i></p> <p>TWE: p. 3, Enrichment; p. 7, Chapter Projects; p. 8, Art Connection; p. 9, Art Connection; p. 11, Art Connection; p. 16, Art Connection; p. 17, Art Connection; p. 97, Spotlight on Culture-Painting; p. 132, Art Connection; p. 141, Spotlight on Culture-Painting; p. 173, Spotlight on Culture-Painting; p. 301, About the French Language; p. 331, Presentation-Step 2; p. 369, Art Connection</p>
MLII.CCC1B	Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.	<p>SE: pp. 24-25, <i>Connexions</i>; pp. 56-57, <i>Connexions</i>; pp. 88-89, <i>Connexions</i>; p. 90, Act. 1; pp. 122-123, <i>Connexions</i>; p. 162, <i>Lecture supplémentaire 1</i>; pp. 164-165, <i>Connexions</i>; pp. 196-197, <i>Connexions</i>; pp. 228-229, <i>Connexions</i>; pp. 270-271, <i>Connexions</i>; pp. 300-301, <i>Connexions</i>; pp. 330-331, <i>Connexions</i>; p. 333, Act. 5; pp. 358-359, <i>Connexions</i>;</p>

		<p>pp. 396-397, <i>Connexions</i>; pp. 456-457, <i>Connexions</i>; p. 459, Act. 3</p> <p>TWE: p. 33, Spotlight on Culture-Photograph, Painting; p. 39, Chapter Projects; p. 57, Reaching All Students; p. 89, <i>Vous avez compris?</i>; p. 150, Chapter Projects; p. 185, Learning from Realia; p. 195, National Standards-Comparisons; p. 205, National Standards-Connections; p. 247, National Standards-Communities; p. 253, Chapter Projects; p. 296, Pre-reading; p. 356, History Connection; p. 405, Spotlight on Culture-Painting; p. 456, Critical Thinking Activity</p>
MLII.CCC2	The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. The students:	
MLII.CCC2A	Compare and contrast traditions, such as holidays, foods, and celebrations.	<p>SE: p. 163, <i>Vous avez compris?</i>; p. 194, <i>Lecture supplémentaire 1</i>; pp. 266-267, <i>Lectures culturelles</i>; p. 298, <i>Lecture supplémentaire 1</i>; pp. 326-327, <i>Lectures culturelles</i>; pp. 328-329, <i>Lecture supplémentaire</i>; p. 387, French Online; p. 392-393, <i>Lectures culturelles</i>; pp. 394-395, <i>Lecture supplémentaire</i></p> <p>TWE: p. 143, Cross-Cultural Comparison; p. 147, Cross-Cultural Comparison; p. 161, Fun Facts; p. 189, Learning from Realia; p. 191, Learning from Realia; p. 211, Cross-Cultural Comparison; p. 212, Chapter Projects; p. 223, Learning from Photos; p. 225, Cross-Cultural Comparison; p. 383, National Standards-Communities, Chapter Projects; p. 392, Post-reading; p. 399, Cross-Cultural Comparison; p. 421, Learning from Realia; p. 425, Learning from Photos; p. 441, Cross-Cultural Comparison</p>
MLII.CCC2B	Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.	<p>SE: p. 407, Images/Captions, <i>Comment se tenir à table, Les bonnes manières</i>; p. 411, <i>Note</i>; pp. 422-423, <i>Lectures culturelles</i>; pp. 424-425, <i>Lectures supplémentaires</i>; pp. 426-427, <i>Connexions</i>; p. 428, Act. 1, French Online; p. 429, Act. 5</p> <p>TWE: p. 71, Paired Activity; p. 391, Cross-Cultural Comparison; p. 409, Learning from Photos; p. 411, Chapter Projects; p. 421, Learning from Realia</p>
MLII.CCC2C	Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.	<p>SE: pp. 120-121, <i>Lectures supplémentaires</i>; pp. 136-139, <i>Reflets de la France</i>; pp. 226-227, <i>Lecture supplémentaire</i>; pp. 242-245, <i>Reflets du Maghreb</i>; p. 332, Act. 2; pp. 354-355, <i>Lectures culturelles</i>; pp. 356-357, <i>Lectures supplémentaires</i>; pp. 470-471, <i>Reflets de l'Europe francophone</i></p> <p>TWE: p. 99, Chapter Projects; p. 224, Learning from Photos; p. 314, Chapter Project-<i>Des comparaisons</i>; p. 347, Chapter Projects</p>

MLII.CCC3	The students develop a better understanding of the English language through the study of the target language. The students:	
MLII.CCC3A	Compare vocabulary usage and structural patterns of the target language with English.	<p>SE: p. R5, <i>L'accord des adjectifs</i>; p. R18, <i>Rappelez-vous que...</i> ; p. R51, <i>Les verbes réfléchis au présent</i>; p. R55, <i>Les verbes réfléchis au passé composé</i>; p. 10, <i>Les verbes savoir et connaître</i>; p. 12, <i>Les pronoms me, te, nous, vous</i>; p. 14, <i>Les pronoms le, la, les</i>; p. 42, <i>Les pronoms lui, leur</i>; p. 45, <i>L'impératif</i>; p. 48, <i>Le pronom en</i>; p. 63, <i>How well do you know your vocabulary?</i>; pp. 74-75, <i>L'imparfait</i>; p. 78, <i>Les emplois de l'imparfait</i>; p. 106, <i>L'imparfait et le passé composé</i>; p. 113, <i>Les prépositions avec les noms géographiques</i>; p. 150, <i>Les pronoms relatifs qui et que</i>; p. 153, <i>L'accord du participe passé</i>; p. 155, <i>Les actions réciproques</i>; p. 157, <i>Personne ne... et rien ne...</i> ; p. 185, <i>Deux pronoms dans la même phrase</i>; p. 187, <i>Faire + infinitif</i>; p. 214, <i>Le conditionnel</i>; p. 218, <i>Les propositions introduites par si</i>; p. 220, <i>Deux pronoms dans la même phrase</i>; p. 256, <i>Les pronoms interrogatifs et relatifs</i>; p. 261, <i>Le superlatif des adjectifs</i>; p. 288, <i>Le passé composé: être ou avoir</i>; p. 289, <i>Le pronom y</i>; p. 291, <i>Un pronom + en</i>; p. 318, <i>Les questions</i>; p. 321, <i>Venir de + infinitif</i>; pp. 330-331, <i>Connexions</i>; p. 348, <i>Lequel et celui-là</i>; pp. 384-385, <i>Le subjonctif</i>; p. 388, <i>Le subjonctif après les expressions de souhait ou de volonté</i>; p. 414, <i>Le subjonctif après les expressions impersonnelles</i>; p. 418, <i>Le subjonctif après les expressions d'emotion</i>; p. 444, <i>Le subjonctif après les expressions de doute</i>; p. 447, <i>L'infinitif ou le subjonctif</i>; p. 448, <i>Le subjonctif dans les propositions relatives</i></p> <p>TWE: p. 25, <i>Presentation-Step 2</i>; p. 31, <i>Vocabulary Review</i>; p. 63, <i>Vocabulary Review</i>; p. 75, <i>About the French Language</i>; p. 89, <i>Presentation-Step 2</i>; p. 95, <i>Vocabulary Review</i>; p. 108, <i>About the French Language</i>; p. 129, <i>Vocabulary Review</i>; p. 171, <i>Vocabulary Review</i>; p. 197, <i>Presentation-Step 2</i>; p. 203, <i>Vocabulary Review</i>; p. 235, <i>Vocabulary Review</i>; p. 277, <i>Vocabulary Review</i>; p. 307, <i>Vocabulary Review</i>; p. 337, <i>Vocabulary Review</i>; p. 365, <i>Vocabulary Review</i>; p. 403, <i>Vocabulary Review</i>; p. 433, <i>Vocabulary Review</i>; p. 436, <i>Presentation-Note</i>; p. 463, <i>Vocabulary Review</i></p>
MLII.CCC3B	Use level-appropriate idiomatic expressions in the target language.	<p>SE: p. R18, <i>Les verbes avoir et faire</i>; p. R22, <i>Vocabulaire</i>; p. 37, <i>Act. 6</i>; p. 116, <i>Conversation</i>; p. 157, <i>Personne ne... et rien ne...</i> ; p. 187, <i>Faire + infinitif</i>; p. 324, <i>Conversation</i>; p. 360, <i>Act. 3</i>; pp. 426-427, <i>Les Français dans l'ascenseur</i>; p. 450, <i>Conversation</i></p> <p>TWE: p. 35, <i>Fun Facts</i>; p. 143, <i>Vocabulary Expansion</i>; p. 291, <i>About the French Language</i>; p. 315, <i>Vocabulary Expansion</i>; p. 326, <i>About the French Language</i>; p. 410, <i>About the French Language</i></p>
MLII.CCC4	The students identify current events and issues in the target culture(s).	

	The students:	
MLII.CCC4A	Give information regarding major current events of the target culture(s).	SE: pp. 268-269, <i>Lecture supplémentaire</i> ; pp. 358-359, <i>Connexions</i> TWE: p. R45, Reaching All Students; p. 7, French Online; p. 162, Learning from Photos; p. 269, Chapter Projects
MLII.CCC4B	Understand the impact of major current events of the target culture(s).	SE: pp. 268-269, <i>Lecture supplémentaire</i> ; pp. 358-359, <i>Connexions</i> TWE: p. R45, Reaching All Students; p. 7, French Online; p. 162, Learning from Photos; p. 269, Chapter Projects
MLII.CCC5	The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
MLII.CCC5A	Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.	SE: p. 5, French Online; p. 9, Act. 9; p. 17, French Online; pp. 22-23, <i>Lecture supplémentaire</i> ; p. 159, French Online; p. 193, French Online TWE: p. R45, Reaching All Students; p. 7, Chapter Projects; p. 174, Chapter Projects- <i>Au restaurant</i> ; p. 396, Chapter Projects; p. 397, Literature Connection; p. 447, Enrichment
MLII.CCC5B	Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.	SE: p. 105, French Online; p. 114, French Online; p. 151, French Online; p. 273, French Online; p. 451, French Online; pp. 452-453, <i>Lectures culturelles</i> ; pp. 454-455, <i>Lectures supplémentaires</i> TWE: p. 7, Chapter Projects; p. 65, National Standards-Communities; p. 66, Chapter Projects; p. 99, Chapter Projects- <i>Un voyage</i> ; p. 117, Career Connection; p. 123, Career Connection; p. 165, Career Connection; p. 174, Chapter Projects- <i>Au restaurant</i> ; p. 263, Learning from Photos-Expansion; p. 285, Chapter Projects; p. 435, National Standards-Communities; p. 441, National Standards-Communities; p. 453, Career Connection