



**Georgia Performance Standards  
for Modern Languages Level III  
Correlated to  
Glencoe Bon voyage! Level 3 © 2008**

Standard	Standard	Where Taught
<b>MLIII.IP1</b>	The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students:	
<b>MLIII.IP1A</b>	Express needs and desires.	<b>SE:</b> p. 44, Act. 2; p. 49, Act. 6; p. 99, Act. 1; p. 103, Act. 2; p. 104, Act. 4-5; p. 106, Act. 7; p. 161, Act. 4, 7; p. 179, Act. 6; p. 288, Act. 5-6; p. 289, Act. 7; p. 319, Act. 11; p. 321, Act. 6
<b>MLIII.IP1B</b>	Share feelings and emotions.	<b>SE:</b> p. 99, Act. 1; p. 156, Act. 2-3; p. 159, Act. 6-7; p. 165, Act. 5; p. 197, Act. 5; p. 289, Act. 7  <b>TWE:</b> p. 155, Additional Practice
<b>MLIII.IP1C</b>	Exchange opinions and preferences.	<b>SE:</b> p. 16, Act. 2; p. 48, Act. 3; p. 49, Act. 6; p. 60, Act. 1; p. 71, Act. 4, 6; p. 75, Act. 3; p. 88, Act. 3; p. 89, Act. 6; p. 102, Act. B-C; p. 103, Act. 2; p. 108, Act. 3; p. 109, Act. 4-5; p. 121, Act. 2; p. 131, Act. 3-4; p. 135, Act. 1; p. 142, Act. 1, 3; p. 143, Act. 4, 6; p. 153, Act. A-C; p. 154, Act. F; p. 159, Act. 8; p. 160, Act. 1-3; p. 161, Act. 8; p. 165, Act. 5; p. 179, Act. 6; p. 190, Act. D; p. 197, Act. 4-5; p. 219, Act. 2; p. 241, Act. 4-5; p. 290, Act. 1; p. 291, Act. 5; p. 302, Act. 2; p. 303, Act. 4; p. 313, Act. C; p. 320, Act. 1; p. 325, Act. 4; p. 333, Act. 2; p. 336, Act. E; p. 342, Act. 2-3; 343, Act. 4; p. 354, Act. 3; p. 355, Act. 4; p. 359, Act. 1-2; p. 369, Act. 4; p. 372, Act. 1, 3; p. 373, Act. 5; p. 377, Act. 6; p. 392, Act. 3; p. 393, Act. 6; p. 402, Act. 1; p. 403, Act. 4; p. 422, Act. 3; p. 423, Act. 4; p. 451, Act. F; p. 469, Act. F; p. 486, Act. E; p. 501, Act. F; p. 508, Act. D; p. 511, Act. E  <b>TWE:</b> p. 25, Critical Thinking Activity; p. 30, Group Activity; p. 64, Reaching All Students; p. 104, Group Activity; p. 120, Additional Practice; p. 123, Critical Thinking Activity; p. 128, Paired Activities #1; p. 234, Critical Thinking Activity; p. 388, Critical Thinking Activity
<b>MLIII.IP1D</b>	Give detailed descriptions.	<b>SE:</b> p. 31, Act. 5; p. 131, Act. 5-6; p. 141, Act. 1-2; p. 142, Act. 3; p. 161, Act. 5; p. 190, Act. D; p. 193, Act. 5; p. 196, Act. 1-3;

		<p>p. 197, Act. 6; p. 219, Act. 1; p. 240, Act. 3; p. 250, Act. 1-3; p. 266, Act. 2; p. 267, Act. 4; p. 271, Act. 4-5; p. 290, Act. 3; p. 291, Act. 4-5; p. 297, Act. C; p. 299, Act. 2; p. 302, Act. 2-3; p. 303, Act. 4; p. 342, Act. 2-3; p. 343, Act. 6; p. 354, Act. 1; p. 373, Act. 6; p. 402, Act. 2; p. 423, Act. 5; p. 437, Act. E</p> <p><b>TWE:</b> p. 77, Reaching All Students; p. 128, Paired Activities #2; p. 251, Chapter Projects; p. 282, Paired Activity</p>
<b>MLIII.IP1E</b>	Give and follow detailed directions and instructions.	<p><b>SE:</b> p. 248, Act. 1-2; p. 249, Act. 3-5; p. 251, Act. 5; p. 339, Act. 5; p. 355, Act. 4; p. 367, Act. C; p. 373, Act. 6; p. 427, Act. 4</p> <p><b>TWE:</b> p. 47, Paired Activity</p>
<b>MLIII.IP1F</b>	Ask questions and provide responses on topics and events found in a variety of print and non-print sources.	<p><b>SE:</b> p. 8, Act. A-B; p. 108, Act. 3; p. 109, Act. 4-5; p. 131, Act. 3-4; p. 142, Act. 1-3; p. 153, Act. A-C; p. 160, Act. 3; p. 161, Act. 4; p. 178, Act. 2; p. 182, Act. 1-3; p. 183, Act. 4; p. 190, Act. D; p. 196, Act. 1-2; p. 197, Act. 4-6; p. 219, Act. 1-3; p. 240, Act. 2; p. 251, Act. 4; p. 271, Act. 4-5; p. 290, Act. 1-2; p. 320, Act. 1; p. 321, Act. 4; p. 325, Act. 4; p. 343, Act. 4-5; p. 354, Act. 1; p. 355, Act. 4; p. 372, Act. 1-3; p. 373, Act. 4; p. 377, Act. 4-6; p. 402, Act. 1-2; p. 403, Act. 4; p. 486, Act. D; p. 508, Act. D; p. 511, Act. E</p> <p><b>TWE:</b> p. 63, Step 6; p. 100, Presentation; p. 101, Group Activity; p. 149, Presentation; p. 170, Presentation; p. 228, Presentation; p. 234, Group Activity, Critical Thinking Activity; p. 282, Presentation; p. 332, Presentation; p. 346, Additional Practice; p. 388, Paired Activity</p>
<b>MLIII.IP2</b>	The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:	
<b>MLIII.IP2A</b>	Participate in extended oral and written activities reflecting the present.	<p><b>SE:</b> p. 5, Act. 1; p. 30, Act. 1-2; p. 48, Act. 2; p. 75, Act. 4; p. 142, Act. 1-2; p. 150, Act. 2; p. 165, Act. 5; p. 182, Act. 1; p. 219, Act. 2; p. 236, Act. 1; p. 239, Act. 9; p. 288, Act. 4; p. 333, Act. 2; p. 338, Act. 1; p. 349, Act. C; p. 391, Act. 4-5; p. 421, Act. 11</p>
<b>MLIII.IP2B</b>	Begin to participate in oral and written activities reflecting the future and past.	<p><b>SE:</b> p. 12, Act. 1; p. 14, Act. 4; p. 17, Act. 4-6; p. 28, Act. 2; p. 31, Act. 4-5; p. 75, Act. 4; p. 87, Act. 12; p. 88, Act. 2; p. 88, Act. 2; p. 113, Act. 4-5; p. 127, Act. 1; p. 128, Act. 3; p. 129, Act. 4-5; p. 131, Act. 5-6; p. 165, Act. 5; p. 193, Act. 4-5; p. 217, Act. 4-5; p. 219, Act. 3; p. 231, Act. 4; p. 237, Act. 5; p. 238, Act. 6; p. 239, Act. 9; p. 271, Act. 4-5; p. 314, Act. 1; p. 319, Act. 9, 11; p. 321, Act. 5-6; p. 341, Act. 6, 9; p. 343, Act. 6-7; p. 401, Act. 1-3; p. 418, Act. 8; p. 422, Act. 2</p> <p><b>TWE:</b> p. 12, Group Activity</p>
<b>MLIII.IP2C</b>	Exchange information	<p><b>SE:</b> p. 16, Act. 2-3; p. 30, Act. 1-2; p. 31, Act. 3; p. 48, Act. 1-</p>

	through conversations, notes, letters, or e-mail on familiar topics.	4; p. 70, Act. 1-2; p. 71, Act. 3-6; p. 88, Act. 1-3; p. 89, Act. 4-6; p. 108, Act. 3; p. 109, Act. 4-5; p. 113, Act. 3-5; p. 131, Act. 3-4; p. 142, Act. 1-3; p. 143, Act. 4-5; p. 160, Act. 1-3; p. 161, Act. 4-5, 8; p. 165, Act. 5; p. 178, Act. 2; p. 182, Act. 1-3; p. 183, Act. 4; p. 190, Act. D; p. 219, Act. 1-3; p. 240, Act. 2; p. 241, Act. 5; p. 250, Act. 1; p. 251, Act. 4; p. 290, Act. 1-3; p. 291, Act. 4-5; p. 302, Act. 2-3; p. 303, Act. 4; p. 320, Act. 1; p. 325, Act. 4; p. 342, Act. 2-3; p. 343, Act. 4-6; p. 349, Act. C; p. 354, Act. 1-3; p. 355, Act. 4; p. 372, Act. 1-3; p. 374, Act. 4-5; p. 377, Act. 4-6; p. 392, Act. 2-3; p. 393, Act. 5-7; p. 399, Act. D; p. 402, Act. 1-3; p. 403, Act. 4; p. 422, Act. 1-3; p. 423, Act. 4-5; p. 451, Act. F; p. 508, Act. D  <b>TWE:</b> p. 10, Chapter Projects; p. 12, Group Activity; p. 25, Reaching All Students; p. 65, Cross-Cultural Comparison; p. 95, Reaching All Students; p. 234, Group Activity; p. 282, Paired Activity
<b>MLIII.IP2D</b>	Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.	<b>SE:</b> p. 5, Act. 4; p. 61, Act. 4; p. 99, Act. 3; p. 146, Act. 2; p. 153, Act. B; p. 165, <i>Discours</i> ; p. 231, Act. 3; p. 307, Act. 2; p. 309, Act. C; p. 310, Act. 1; p. 411, Act. 1; p. 464, Act. 1  <b>TWE:</b> p. 7, Critical Thinking Activity; p. 9, Reaching All Students; p. 95, Reaching All Students
<b>MLIII.IP2E</b>	Begin to self-correct.	<b>SE:</b> pp. 18-19, Assessment; pp. 32-33, Assessment; pp. 50-51; pp. 90-91, Assessment; pp. 110-111, Assessment; pp. 144-145, Assessment; pp. 162-163, Assessment; pp. 198-199, Assessment; pp. 220-221, Assessment; pp. 252-253, Assessment; pp. 268-269, Assessment; pp. 304-305, Assessment; pp. 322-323, Assessment; pp. 356-357, Assessment; pp. 374-375, Assessment; pp. 404-405, Assessment; pp. 424-425, Assessment
<b>MLIII.IP2F</b>	Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	<b>SE:</b> p. 16, Act. 2-3; p. 30, Act. 1-2; p. 31, Act. 3; p. 48, Act. 1-4; p. 53, Act. 4; p. 70, Act. 1-2; p. 71, Act. 3-6; p. 88, Act. 1-3; p. 89, Act. 4-6; p. 108, Act. 3; p. 109, Act. 4-5; p. 113, Act. 3-5; p. 131, Act. 3-4; p. 142, Act. 1-3; p. 143, Act. 4-5; p. 160, Act. 1-3; p. 161, Act. 4-5, 8; p. 165, Act. 5; p. 178, Act. 2; p. 182, Act. 1-3; p. 183, Act. 4; p. 190, Act. D; p. 219, Act. 1-3; p. 240, Act. 2; p. 241, Act. 5; p. 250, Act. 1; p. 251, Act. 4; p. 290, Act. 1-3; p. 291, Act. 4-5; p. 302, Act. 2-3; p. 303, Act. 4; p. 320, Act. 1; p. 325, Act. 4; p. 342, Act. 2-3; p. 343, Act. 4-6; p. 349, Act. C; p. 354, Act. 1-3; p. 355, Act. 4; p. 372, Act. 1-3; p. 374, Act. 4-5; p. 377, Act. 4-6; p. 392, Act. 2-3; p. 393, Act. 5-7; p. 399, Act. D; p. 402, Act. 1-3; p. 403, Act. 4; p. 422, Act. 1-3; p. 423, Act. 4-5; p. 451, Act. F; p. 508, Act. D  <b>TWE:</b> p. 10, Chapter Projects; p. 12, Group Activity; p. 25, Reaching All Students; p. 65, Cross-Cultural Comparison; p. 95, Reaching All Students; p. 234, Group Activity; p. 282, Paired Activity; p. 296, Paired Activity
<b>MLIII.INT1</b>	The students understand spoken and written language on newly	

	acquired and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	
<b>MLIII.INT1A</b>	Identify main ideas and supporting details from a variety of sources.	<b>SE:</b> p. 63, Act. B; p. 65, Act. C; p. 102, Act. B; p. 148, Act. A-B; p. 153, Act. A-B; p. 204, Act. C; p. 233, Act. B; p. 261, Act. B; p. 262, Act. C; p. 263, Act. D-E; p. 280, Act. A; p. 281, Act. B; p. 309, Act. B; p. 336, Act. D; p. 363, Act. C; p. 386, Act. A; p. 387, Act. C; p. 413, Act. A; p. 437, Act. D; p. 450, Act. B; p. 456, Act. B; p. 457, Act. E; p. 462, Act. B; p. 477, Act. A-C; p. 491, Act. A; p. 511, Act. D  <b>TWE:</b> p. 123, Reaching All Students; p. 361, Presentation-Step 2; p. 498, Presentation-Step 3
<b>MLIII.INT1B</b>	Understand culturally authentic materials and information.	<b>SE:</b> pp. 41-42, <i>Lecture</i> ; p. 55, <i>Vidéotour</i> ; pp. 62-65, <i>Lecture</i> ; pp. 94-97, <i>Lecture</i> ; pp. 100-102, <i>Lecture</i> ; p. 109, <i>Realia</i> ; p. 115, <i>Vidéotour</i> ; pp.122-126, <i>Lecture</i> ; pp. 147-148, <i>Lecture</i> ; pp. 151-153, <i>Lecture</i> ; p. 167, <i>Vidéotour</i> ; pp. 173-176, <i>Lecture</i> ; pp. 188-190, <i>Conversation</i> ; pp. 202-204, <i>Lecture</i> ; pp. 208-213, <i>Lecture</i> ; p. 225, <i>Vidéotour</i> ; pp. 232-233, <i>Lecture</i> ; pp. 256-257, <i>Lecture</i> ; p. 273, <i>Vidéotour</i> ; pp. 280-284, <i>Lecture</i> ; pp. 308-309, <i>Lecture</i> ; pp. 311-313, <i>Lecture</i> ; p. 327, <i>Vidéotour</i> ; pp. 334-336, <i>Lecture</i> ; pp. 360-363, <i>Lecture</i> ; pp. 366-367, <i>Lecture</i> ; p. 379, <i>Vidéotour</i> ; pp. 385-389, <i>Lecture</i> ; pp. 408-409, <i>Lecture</i> ; pp. 412-413, <i>Lecture</i> ; p. 429, <i>Vidéotour</i>  <b>TWE:</b> p. 48, Reaching All Students
<b>MLIII.INT1C</b>	Demonstrate comprehension of current events and issues presented through print and electronic media.	<b>SE:</b> p. 55, <i>Vidéotour</i> ; pp. 100-102, <i>Lecture</i> ; p. 115, <i>Vidéotour</i> ; p. 167, <i>Vidéotour</i> ; p. 225, <i>Vidéotour</i> ; pp. 233-234, <i>Lecture</i> ; pp. 256-257, <i>Lecture</i> ; pp. 260-261, <i>Lecture</i> ; pp. 262-263, <i>Lecture</i> ; p. 273, <i>Vidéotour</i> ; p. 327, <i>Vidéotour</i> ; p. 429, <i>Vidéotour</i>  <b>TWE:</b> p. 230, French Online; p. 234, Group Activity; p. 262, Chapter Projects
<b>MLIII.INT1D</b>	Follow instructions given in the target language.	<b>SE:</b> p. 248, Act. 1-2; p. 249, Act. 3-5; p. 251, Act. 5; p. 339, Act. 5; p. 355, Act. 4; p. 367, Act. C; p. 427, Act. 4  <b>TWE:</b> p. 47, Paired Activity; p. 67, Additional Practice
<b>MLIII.INT1E</b>	Understand simple connected discourse.	<b>SE:</b> pp. 24-26, <i>Conversation</i> ; p. 53, Act. 3; pp. 76-78, <i>Conversation</i> ; pp. 94-96, <i>Lecture</i> ; pp. 136-138, <i>Conversation</i> ; pp. 188-190, <i>Conversation</i> ; pp. 245-246, <i>Conversation</i> ; pp. 295-297, <i>Conversation</i> ; pp. 348-349, <i>Conversation</i> ; pp. 398-399, <i>Conversation</i>  <b>TWE:</b> p. 24, Presentation; p. 25, Critical Thinking Activity
<b>MLIII.INT1F</b>	Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.	<b>SE:</b> p. 42, Act. A-D; p. 62, Act. A; p. 63, Act. B; p. 65, Act. C; p. 102, Act. A-C; p. 148, Act. A-B; p. 153, Act. A-C; p. 204, Act. A-C; p. 233, Act. A-B; p. 261, Act. A-B; p. 262, Act. C; p. 263, Act. D; p. 280, Act. A; p. 281, Act. B; p. 282, Act. C; p.

		<p>283, Act. D; p. 309, Act. A-B; p. 336, Act. C-D; p. 362, Act. A; p. 363, Act. B-D; p. 386, Act. A-B; p. 387, Act. C; p. 389, Act. D-E; p. 413, Act. A; p. 427, Act. 4; p. 437, Act. A-D; p. 444, Act. A-C; p. 450, Act. A-C; p. 456, Act. A-C; p. 457, Act. E; p. 462, Act. A-C; p. 463, Act. D; p. 477, Act. A-C; p. 486, Act. A-C; p. 491, Act. A-B, D; p. 500, Act. A-C; p. 508, Act. A; p. 511, Act. A-D</p> <p><b>TWE:</b> p. 24, Presentation; p. 48, Reaching All Students; p. 76, Presentation; p. 123, Reaching All Students; p. 136, Presentation; p. 294, Presentation; p. 361, Presentation-Step 2; p. 498, Presentation-Step 3</p>
<b>MLIII.P1</b>	The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:	
<b>MLIII.P1A</b>	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.	<p><b>SE:</b> p. 42, Act. C-D; p. 52, Act. 1; p. 53, Act. 3; p. 65, Act. C; p. 102, Act. B; p. 112, Act. 1; p. 130, Act. 1; p. 182, Act. 3; p. 190, Act. D; p. 204, Act. C; p. 213, Act. C; p. 219, Act. 1-2; p. 222, Act. 1-3; p. 261, Act. A-B; p. 325, Act. 5; p. 342, Act. 1; p. 413, Act. A; p. 423, Act. 6; p. 426, Act. 2; p. 457, Act. E; p. 463, Act. E; p. 511, Act. D</p> <p><b>TWE:</b> p. 2, Presentation; p. 9, Reaching All Students; p. 101, <i>Lecture-Step 2</i>; p. 123, Reaching All Students; p. 262, Chapter Projects; p. 475, Step 7; p. 489, <i>Lecture-Step 3</i>; p. 498, <i>Lecture-Step 3</i>; p. 508, Class Motivator</p>
<b>MLIII.P1B</b>	Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.	<p><b>SE:</b> p. 16, Act. 2; p. 39, Act. E; p. 48, Act. 2; p. 65, Act. D; p. 71, Act. 4-6; p. 89, Act. 6; p. 108, Act. 3; p. 109, Act. 4-5; p. 182, Act. 2; p. 183, Act. 4; p. 223, Act. 4-5; p. 241, Act. 5; p. 290, Act. 1-3; p. 291, Act. 4-5; p. 321, Act. 4; p. 324, Act. 5; p. 373, Act. 5-6; p. 392, Act. 1; p. 393, Act. 6; p. 402, Act. 1; p. 409, Act. B; p. 422, Act. 1</p> <p><b>TWE:</b> p. 5, Additional Practice; p. 36, Checkup; p. 101, Group Activity; p. 126, Group Activity; p. 183, Chapter Projects; p. 348, Critical Thinking Activity</p>
<b>MLIII.P1C</b>	Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.	<p><b>SE:</b> p. 52, Act. 1; p. 71, Act. 5; p. 109, Act. 5; p. 112, Act. 2; p. 130, Act. 2; p. 161, Act. 6; p. 164, Act. 1; p. 165, Act. 2; p. 196, Act. 1-2; p. 219, Act. 4; p. 222, Act. 1-3; p. 240, Act. 1-3; p. 241, Act. 4; p. 251, Act. 4; p. 270, Act. 1-3; p. 290, Act. 1-3; p. 291, Act. 4-5; p. 302, Act. 1; p. 320, Act. 2-3; p. 324, Act. 2; p. 342, Act. 1, 3; p. 355, Act. 5; p. 372, Act. 2; p. 376, Act. 1; p. 393, Act. 7; p. 409, Act. B; p. 426, Act. 1-2</p> <p><b>TWE:</b> p. 11, Chapter Projects; p. 17, Career Connection; p. 26, Chapter Projects; p. 135, Group Activity; p. 267, Chapter Projects; p. 343, Chapter Projects; p. 373, Chapter Projects; p. 385, Chapter Projects; p. 393, Chapter Projects; p. 501,</p>

		Chapter Projects
<b>MLIII.P1D</b>	Begin to prepare presentations in the past and future.	<b>SE:</b> p. 12, Act. 2; p. 14, Act. 5; p. 17, Act. 5-6; p. 29, Act. 5; p. 31, Act. 4-5; p. 49, Act. 7; p. 52, Act. 2; p. 86, Act. 10; p. 113, Act. 4-5; p. 131, Act. 5-6; p. 165, Act. 2; p. 193, Act. 3, 5; p. 196, Act. 3; p. 197, Act. 4-6; p. 217, Act. 5; p. 219, Act. 3; p. 250, Act. 1-2; p. 266, Act. 2; p. 267, Act. 3-4; p. 315, Act. 4; p. 343, Act. 6-7; p. 401, Act. 3; p. 402, Act. 2-3; p. 403, Act. 5; p. 422, Act. 2; p. 483, Act. 8; p. 495, Act. C  <b>TWE:</b> p. 87, Group Activity
<b>MLIII.P1E</b>	Demonstrate Novice-High to Intermediate-Low proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<b>SE:</b> p. 12, Act. 2; p. 14, Act. 5; p. 17, Act. 5-6; p. 29, Act. 5; p. 31, Act. 4-5; p. 49, Act. 7; p. 52, Act. 1; p. 71, Act. 5; p. 86, Act. 10; p. 109, Act. 5; p. 112, Act. 2; p. 113, Act. 4-5; p. 130, Act. 2; p. 131, Act. 5-6; p. 161, Act. 6; p. 164, Act. 1; p. 165, Act. 2; p. 193, Act. 3, 5; p. 196, Act. 1-3; p. 217, Act. 5; p. 219, Act. 3-4; p. 222, Act. 1-3; p. 240, Act. 1-3; p. 241, Act. 4; p. 250, Act. 1-2; p. 251, Act. 4; p. 266, Act. 2; p. 267, Act. 3-4; p. 270, Act. 1-3; p. 290, Act. 1-3; p. 291, Act. 4-5; p. 302, Act. 1; p. 315, Act. 4; p. 320, Act. 2-3; p. 324, Act. 2; p. 342, Act. 1, 3; p. 343, Act. 6-7; p. 355, Act. 5; p. 372, Act. 2; p. 376, Act. 1; p. 393, Act. 7; p. 401, Act. 3; p. 402, Act. 2-3; p. 403, Act. 5; p. 409, Act. B; p. 422, Act. 2; p. 426, Act. 1-2; p. 483, Act. 8; p. 491, Act. E; p. 495, Act. C  <b>TWE:</b> p. 11, Chapter Projects; p. 17, Career Connection; p. 26, Chapter Projects; p. 135, Group Activity; p. 267, Chapter Projects; p. 296, Paired Activity; p. 343, Chapter Projects; p. 373, Chapter Projects; p. 385, Chapter Projects; p. 393, Chapter Projects; p. 501, Chapter Projects
<b>MLIII.P2</b>	The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. The students:	
<b>MLIII.P2A</b>	Prepare and present culturally authentic poetry, skits, or stories.	<b>SE:</b> p. 31, Act. 3; p. 53, Act. 4; p. 97, Act. I; p. 165, Act. 5; p. 427, Act. 4; p. 511, Act. F  <b>TWE:</b> p. 95, Reaching All Students; p. 143, Chapter Projects; p. 176, Additional Practice; p. 413, Group Activity
<b>MLIII.P2B</b>	Prepare and present original essays, poetry, skits, or stories in the target language.	<b>SE:</b> p. 31, Act. 3; p. 53, Act. 4; p. 112, Act. 2; p. 109, Act. 5; p. 112, Act. 2; p. 164, Act. 1; p. 165, Act. 3-4; p. 270, Act. 1-2; p. 271, Act. 5; p. 303, Act. 4; p. 324, Act. 1-3; p. 354, Act. 2-3; p. 355, Act. 4; p. 376, Act. 2; p. 377, Act. 4-6; p. 392, Act. 1; p. 393, Act. 4; p. 426, Act. 1-2; p. 483, Act. 8; p. 491, Act. E; p. 495, Act. C  <b>TWE:</b> p. 17, Career Connection; p. 105, Presentation-Step 2; p. 143, Chapter Projects; p. 251, Chapter Projects; p. 321, Chapter Projects; p. 420, Chapter Projects; p. 477, Group Activity; p. 505, Lecture-Step 1

<b>MLIII.CU1</b>	The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:	
<b>MLIII.CU1A</b>	Participate in real or simulated cultural events.	<b>SE:</b> p. 113, Act. 3; p. 197, Act. 4; p. 427, Act. 4 <b>TWE:</b> p. 25, Reaching All Students; p. 125, Group Activity; p. 135, Group Activity; p. 176, Additional Practice; p. 192, Chapter Projects; p. 413, Group Activity
<b>MLIII.CU1B</b>	Discuss patterns of behavior typically associated with culture(s).	<b>SE:</b> pp. 62-65, <i>Lecture</i> ; p. 76, <i>Mise en scène</i> ; pp. 94-95, <i>Lecture</i> ; p. 113, Act. 3-5; pp. 122-125, <i>Lecture</i> ; p. 167, <i>Vidéotour</i> ; pp. 174-176, <i>Lecture</i> ; p. 182, Act. 3; pp. 188-189, <i>Conversation</i> ; p. 219, Act. 2; p. 222, Act. 1; p. 225, <i>Vidéotour</i> ; p. 276, <i>Introduction</i> ; pp. 280-284, <i>Lecture</i> ; p. 327, <i>Vidéotour</i> ; p. 460, <i>Avant la lecture</i> <b>TWE:</b> p. 136, Fun Facts
<b>MLIII.CU1C</b>	Investigate the role of geography in the history and development of the culture(s) studied.	<b>SE:</b> pp. xxvi-xxxii; pp. 6-7, <i>Lecture</i> ; p. 55, <i>Vidéotour</i> ; p. 170, <i>Introduction</i> ; p. 173, <i>Lecture</i> ; p. 188, <i>Mise en scène</i> ; pp. 207-213, <i>Lecture</i> ; p. 225, <i>Vidéotour</i> ; p. 385-386, <i>Lecture</i> <b>TWE:</b> p. 22, Learning from Photos; p. 77, Learning from Photos; p. 170, Learning from Photos; p. 178, Learning from Photos; p. 183, Learning from Photos, Chapter Projects; p. 347, Learning from Photos; p. 353, Learning from Photos
<b>MLIII.CCC1</b>	The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students:	
<b>MLIII.CCC1A</b>	Understand the role of major contemporary and historical figures and events from the culture(s) studied.	<b>SE:</b> p. 15, Act. 7-8; p. 136, <i>Mise en scène</i> ; p. 202, <i>Avant la lecture</i> ; p. 207, <i>Avant la lecture</i> ; p. 219, Act. 1, 4; p. 385, <i>L'histoire de France</i> ; p. 386, <i>Les grands travaux</i> ; p. 387, <i>Les sciences</i> ; p. 392, Act. 1; p. 393, Act. 7; pp. 453-454, <i>Lecture</i> ; p. 473, <i>Avant la lecture</i> ; p. 483, Act. 7 <b>TWE:</b> p. 86, History Connection; p. 101, Political Connection; p. 109, History Connection; p. 195, Learning from Realia; p. 319, Learning from Photos; p. 334, Fun Facts; p. 384, Art Connection; p. 391, Art Connection; p. 469, Fun Facts
<b>MLIII.CCC1B</b>	Relate topics studied in other subject areas to those studied in the target language class.	<b>SE:</b> pp. xxxviii-xli; p. 108, Act. 2-3; p. 109, Act. 4-6; p. 136, <i>Mise en scène</i> ; p. 219, Act. 1-2, 4; p. 408, <i>Lecture</i> ; p. 426, Act. 2; p. 483, Act. 7 <b>TWE:</b> p. 2, Geography Connection; p. 49, Chapter Projects; p.

		101, Political Connection; p. 108, Fun Facts; p. 137, Literature Connection; 277, Math Connection; p. 305, History Connection; p. 373, Chapter Projects; p. 385, Chapter Projects; p. 391, Art Connection; p. 403, Art Connection; p. 404, History Connection; p. 459, Geography Connection; p. 490, Geography Connection; p. 493, Literature Connection
<b>MLIII.CCC1C</b>	Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.	<b>SE:</b> p. 9; <i>Les vacances des Français</i> ; p. 23, <i>Mise en scène</i> ; pp. 62-65, <i>Lecture</i> ; pp. 100-102, <i>Lecture</i> ; p. 115, <i>Vidéotour</i> ; p. 118, <i>Introduction</i> ; pp. 122-126, <i>Lecture</i> ; pp. 151-153, <i>Lecture</i> ; p. 170, <i>Introduction</i> ; pp. 174-176, <i>Lecture</i> ; p. 182, Act. 3; pp. 188-189, <i>Conversation</i> ; pp. 207-213, <i>Lecture</i> ; p. 219, Act. 2; p. 222, Act. 1; p. 273, <i>Vidéotour</i> ; pp. 280-284, <i>Lecture</i> ; p. 308, <i>Lecture</i> ; p. 309, Act. C; p. 325, Act. 5; p. 327, <i>Vidéotour</i> ; p. 330, <i>Introduction</i> ; pp. 334-336, <i>Lecture</i> ; p. 366, <i>Lecture</i> ; p. 385, <i>Les paysages</i> ; p. 389, <i>L'exception culturelle française</i> ; pp. 412-413, <i>Lecture</i>  <b>TWE:</b> p. 98, About the French Language; p. 138, Fun Facts; p. 140, Chapter Projects; p. 153, Learning from Photos; p. 305, History Connection; p. 361, Music Connection; p. 369, Fun Facts; p. 385, Chapter Projects; p. 469, Fun Facts; p. 506, Literature Connection
<b>MLIII.CCC2</b>	The students investigate similarities and differences that exist within and among the cultures studied. The students:	
<b>MLIII.CCC2A</b>	Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture.	<b>SE:</b> p. 170, <i>Introduction</i> ; p. 173, <i>Francophonie</i> ; p. 183, Act. 4; p. 202, <i>Avant la lecture</i> ; p. 232; <i>Les journaux</i> ; pp. 385-389, <i>Lecture</i> ; p. 429, <i>Vidéotour</i>  <b>TWE:</b> p. 101, Political Connection; p. 124, Fun Facts; p. 319, Learning from Photos; p. 393, Chapter Projects
<b>MLIII.CCC2B</b>	Compare and contrast social conventions of the target cultures with the students' own culture.	<b>SE:</b> p. 58, <i>Introduction</i> ; pp. 62-65, <i>Lecture</i> ; pp. 94-95, <i>Lecture</i> ; p. 113, Act. 3; p. 115, <i>Vidéotour</i> ; p. 125, <i>Pour passer le temps agreablement</i> ; p. 167, <i>Vidéotour-Épisode 2</i> ; p. 176, <i>Coutumes et savoir-vivre</i> ; p. 225, <i>Vidéotour-Épisode 2</i> ; p. 313, Act. C; p. 327, <i>Vidéotour-Épisode 2</i> ; p. 460, <i>Avant la lecture</i>  <b>TWE:</b> p. 58, Presentation-Step 3; p. 136, Fun Facts
<b>MLIII.CCC2C</b>	Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.	<b>SE:</b> p. 9, <i>Les vacances des Français</i> ; p. 16, Act. 3; p. 23, <i>Mise en scène</i> ; pp. 24-25, <i>Conversation</i> ; pp. 62-65, <i>Lecture</i> ; p. 76, <i>Mise en scène</i> ; p. 115, <i>Vidéotour</i> ; p. 118, <i>Introduction</i> ; pp. 122-125, <i>Lecture</i> ; p. 130, Act. 2; p. 164, Act. 1; p. 170, <i>Introduction</i> ; pp. 188-189, <i>Conversation</i> ; p. 196, Act. 1; pp. 207-213, <i>Lecture</i> ; p. 219, Act. 2; p. 223, Act. 4; pp. 232-234, <i>Lecture</i> ; p. 240, Act. 2; p. 273, <i>Vidéotour</i> ; pp. 280-284, <i>Lecture</i> ; p. 290, Act. 2; p. 302, Act. 2; p. 303, Act. 4; p. 313, Act. C; p. 320, Act. 3; pp. 334-336, <i>Lecture</i> ; p. 342, Act. 1; p. 379, <i>Vidéotour</i> ; p. 469, Act. F  <b>TWE:</b> p. 10, Chapter Projects; p. 38, Cross-Cultural

		Comparison; p. 41, Cross-Cultural Comparison; p. 70, Chapter Projects; p. 98, About the French Language; p. 118, Chapter Projects; p. 124, Critical Thinking Activity; p. 136, Vocabulary Expansion; p. 231, About the French Language; p. 234, Group Activity; p. 283, National Standards-Comparisons; p. 311, Presentation-Step 4; p. 336, Paired Activity; p. 343, Chapter Projects; p. 348, Critical Thinking Activity; p. 361, Critical Thinking Activity; p. 492, Cross-Cultural Comparison; p. 499, Cross-Cultural Comparison; p. 501, Chapter Projects
<b>MLIII.CCC3</b>	The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:	
<b>MLIII.CCC3A</b>	Demonstrate understanding that language and meaning do not transfer directly from one language to another.	<p><b>SE:</b> p. 60, <i>Plus de vocabulaire</i>; p. 74, <i>Plus de vocabulaire</i>; pp. 94-95, <i>Lecture</i>; p. 101, <i>Lecture</i>; p. 151, <i>Lecture</i>; p. 390, <i>Le faire causatif</i>; p. 396, <i>Plus de vocabulaire</i>; p. 511, Act. D</p> <p><b>TWE:</b> p. 60, Reaching All Students; p. 281, About the French Language; p. 332, Vocabulary Expansion; p. 432, Vocabulary Expansion; p. 492, Vocabulary Expansion; p. 503, Vocabulary Expansion</p>
<b>MLIII.CCC3B</b>	Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.	<p><b>SE:</b> p. 13, <i>Le passé composé avec avoir</i>; p. 27, <i>Le passé composé avec être</i>; p. 29, <i>Le passé composé avec être ou avoir</i>; p. 43-45, <i>Le subjonctif: verbes réguliers</i>; p. 47, <i>Le subjonctif avec les expressions de nécessité et de possibilité</i>; pp. 66-67, <i>L'interrogation</i>; pp. 79-80, <i>Les expressions négatives</i>; pp. 83-84, <i>L'imparfait</i>; p. 103, <i>Le subjonctif après les verbes de volonté</i>; p. 105, <i>Le subjonctif ou l'infinitif</i>; pp. 126-127, <i>L'imparfait et le passé composé</i>; pp. 139-140, <i>Le comparatif et le superlatif</i>; p. 155, <i>Le subjonctif après les expressions d'émotion</i>; p. 157, <i>Le subjonctif dans les propositions relatives et après le superlatif</i>; pp. 177-178, <i>Les prépositions avec des noms géographiques</i>; pp. 191-192, <i>Le futur</i>; p. 194, <i>Le conditionnel</i>; p. 214, <i>Le subjonctif avec les expressions de doute</i>; p. 216, <i>Le présent et l'imparfait avec depuis</i>; p. 235, <i>Les pronoms compléments directs et indirects</i>; p. 247, <i>Les pronoms compléments avec l'impératif</i>; p. 264, <i>Le subjonctif après des conjonctions</i>; p. 285, <i>Le partitif</i>; p. 287, <i>Le pronom en</i>; p. 298, <i>Les pronoms relatifs qui et que</i>; p. 300, <i>Le pronom relatif dont</i>; p. 314, <i>Le plus-que-parfait</i>; p. 318, <i>Propositions avec si</i>; pp. 337-338, <i>Les verbes réfléchis</i>; p. 340, <i>Les verbes réfléchis au passé composé</i>; p. 350, <i>Le pronom interrogatif qui</i>; p. 352, <i>Les pronoms interrogatifs que et quoi</i>; p. 390, <i>Le faire causatif</i>; p. 400, <i>L'infinitif passé</i>; pp. 414-415, <i>Les prépositions avec les pronoms relatifs</i>; p. 417, <i>Le futur antérieur</i>; p. 419, <i>Le participe présent et le gérondif</i>; p. 478, <i>Le passé simple des verbes réguliers</i>; pp. 480-481, <i>Le passé simple des verbes irréguliers</i></p> <p><b>TWE:</b> p. 147, About the French Language</p>

<b>MLIII.CCC4</b>	The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
<b>MLIII.CCC4A</b>	Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.	<p><b>SE:</b> p. 37, French Online; p. 39, French Online; p. 55, <i>Vidéotour</i>; p. 63, French Online; p. 67, French Online; p. 115, <i>Vidéotour</i>; p. 123, French Online; p. 167, <i>Vidéotour</i>; p. 202, French Online; p. 225, <i>Vidéotour</i>; p. 273, <i>Vidéotour</i>; p. 327, <i>Vidéotour</i>; p. 379, <i>Vidéotour</i>; p. 429, <i>Vidéotour</i></p> <p><b>TWE:</b> p. 48, Reaching All Students; p. 60, French Online; p. 70, Chapter Projects; p. 140, Chapter Projects; p. 219, Chapter Projects; p. 420, Chapter Projects</p>
<b>MLIII.CCC4B</b>	Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge.	<p><b>SE:</b> p. 161, Act. 4, 6; p. 165, Act. 2; p. 183, Act. 4</p> <p><b>TWE:</b> p. 11, Chapter Projects; p. 65, Cross-Cultural Comparison; p. 151, Career Connection; p. 192, Chapter Projects; p. 262, Chapter Projects; p. 353, Career Connection; p. 469, Career Connection; p. 477, Career Connection</p>