

Instructional Material Program: REPORTERS FRANCOPHONES 1

2011 Florida Next Generation World Languages Standards

COURSE TITLE(S): French 1

COURSE CODE(S): 0701320

STANDARD 1: Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions	p. 44 (act. 7b, 7c), p. 210 (act. 2c), p. 236 (act. 8a)
WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.	p. 24 (act. 4a), p. 43 (act. 6a), p. 45 (act. 8), p. 51 (act. 22), p. 66 (act. 3b), p. 67 (act. 5b, 5c), p. 93 (act. 16a, 16b), p. 111 (act. 6), p. 127 (act. 5b), p. 150 (act. 3b), p. 212 (act. 6b), p. 215 (act. 9a, 9b), p. 235 (act. 6a), p. 236 (act. 8a), p. 255 (act. 4c, 4d), p. 257 (act. 7)
WL.K12.NH.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics	p. 31 (act. 12)

WL.K12.NH.1.4	Demonstrate understanding of key points on familiar topics presented through a variety of media.	p. 63 (act. 1a, 1b), p. 69 (act. 7a), p. 86 (act. 2a, 2b), p. 105 (act. 1a, 1b), p. 130 (act. 8), p. 131 (act. 9a, 9b), p. 155 (act. 10b, 10c), p. 173 (act. 7), p. 195 (act. 7a, 7b, 7c)
WL.K12.NH.1.5	Demonstrate understanding of simple stories or narratives.	p. 86 (act. 2a), p. 111 (act. 6)
WL.K12.NH.1.6	Follow directions or instructions to complete a task when expressed in short conversations.	
WL.K12.NM.1.1	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences through gestures, drawings, pictures, and actions.	p. 2 (act. 2a), p. 3 (act. 3), p. 5 (act. 5a), p. 15 (act. 12), p. 24 (act. 4a), p. 242 (act. 20)
WL.K12.NM.1.2	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.	p. 195 (act. 7a, 7b, 7c), p. 221 (act. 22)
WL.K12.NM.1.3	Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings.	p. 15 (act. 12), p. 42 (act. 2b), p. 159 (act. 17), p. 161 (act. 21), p. 221 (act. 22), p. 242 (act. 18)
WL.K12.NM.1.4	Demonstrate understanding of simple information supported by visuals through a variety of media.	p. 5 (act. 5a), p. 15 (act. 12), p. 21 (act. 1a, 1b), p. 44 (act. 7b, 7c), p. 60 (act. 1a, 1b, 1c), p. 127 (act. 5b), p. 128 (act. 6b), p. 130 (act. 8), p. 144 (act. 1a, 1b), p. 147 (act. 1b, 1c), p. 150 (act. 3b), p. 170 (act. 2a, 2c), p. 189 (act. 1a), p. 195 (act. 7a, 7b, 7c), p. 211 (act. 4), p. 212 (act. 6b), p. 213 (act. 7a, 7b, 7c), p. 228 (act. 1a, 1b, 1c), p. 231 (act. 1a, 1b), p. 236 (act. 8a)

<p>WL.K12.NM.1.5</p>	<p>Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.</p>	<p>p. 3 (act. 3), p. 86 (act. 2a)</p>
<p>WL.K12.NM.1.6</p>	<p>Follow short, simple directions.</p>	<p>p. 111 (act. 6), p. 127 (act. 5b), p. 128 (act. 6b), p. 130 (act. 8), p. 131 (act. 9a, 9b), p. 147 (act. 1b, 1c), p. 150 (act. 3b), p. 155 (act. 10b), p. 159 (act. 17), p. 161 (act. 21), p. 170 (act. 2a, 2c), p. 173 (act. 7), p. 189 (act. 1a), p. 195 (act. 7a, 7b, 7c), p. 210 (act. 2c), p. 211 (act. 4), p. 212 (act. 6b), p. 213 (act. 7a, 7b, 7c), p. 215 (act. 9a, 9b), p. 221 (act. 22), p. 231 (act. 1a, 1b), p. 235 (act. 6a), p. 236 (act. 8a), p. 242 (act. 18, 20), p. 255 (act. 4c, 4d), p. 257 (act. 7)</p>

STANDARDS 2: Interpretative Reading:

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

<p>Benchmark code</p>	<p>Benchmark</p>	<p>Activities where benchmark is directly addressed in-depth in major tool.</p>
<p>WL.K12.NH.2.1</p>	<p>Determine the main idea from simple texts that contain familiar vocabulary used in context.</p>	<p>p. 23 (act. 2b), p. 25 (act. 6a, 6b), p. 28 (act. 9, 10), p. 41 (act. 1a, 1b), p. 42 (act. 3a), p. 46 (act. 10, 11), p. 65 (act. 2b), p. 70 (act. 9a, 9b), p. 71 (act. 11a), p. 88 (act. 6a, 7a, 7b), p. 89 (act. 8a), p. 91 (act. 12), p. 93 (act. 17), p. 95 (act. 25), p. 102 (act. 1c), p. 107 (act. 2b, Culture), p. 110 (act. 5a), p. 112 (act. 11), p. 125 (act. 1b, Culture), p. 129 (Culture), p. 130 (Culture), p. 131 (Culture), p. 132 (act. 11), p. 147 (act. 1a), p. 149 (act. 2b, Culture), p. 151 (act. 4b), p. 154 (act. 9a, 9b), p. 156 (act. 12), p. 169 (act. 1b, Culture), p. 173 (act. 6), p. 191 (act. 2b, 2c, Culture), p. 196 (act. 9, 10), p. 209 (act. 1b, Culture), p. 210 (act. 3a), p. 211 (act. 4), p. 212 (act. Culture), p. 213 (Culture), p. 216 (act. 12), p. 233 (act. 2c, Culture), p. 235 (Culture), p. 237 (act. 10a), p. 238 (act. 11a, 11b), p. 239 (act. 12), p. 241 (act. 17), p. 253 (act. 1b), p. 255 (act. 4a), p. 257 (act. 9a), p. 259 (act. 13), p. 270 (act. 1a, 1b, 1c), p. 258 (act. 11)</p>

WL.K12.NH.2.2	Identify the elements of story such as setting, theme, and characters.	p. 71 (act. 11b), p. 72 (act. 12, 13), p. 90 (act. 11), p. 107 (act. 2c), p. 109 (act. 4a), p. 110 (act. 5a), p. 112 (act. 10), p. 125 (act. 1c), p. 174 (act. 9), p. 210 (act. 2a, 2b)
WL.K12.NH.2.3	Demonstrate understanding of signs and notices in public places.	p. 5 (act. 5a), p. 13 (act. 9), p. 42 (act. 2a), p. 209 (act. 1a)
WL.K12.NH.2.4	Identify key, detailed information needed to fill out forms.	p. 43 (act. 5, 6b), p. 65 (act. 2c), p. 68 (act. 6b), p. 85 (act. 1c), p. 108 (act. 3a), p. 135 (act. 15), p. 161 (act. 23) p. 194 (act. 6a), p. 240 (act. 14)
WL.K12.NM.2.1	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.	p. 24 (act. 3, 4a, 4b), p. 27 (act. 7a), p. 66 (act. 3a), p. 67 (act. 5a), p. 68 (act. 6a), p. 86 (act. 2a, 2b), p. 102 (act. 1a, 1b, 1c), p. 125 (act. 1a), p. 127 (act. 5a), p. 128 (act. 6a), p. 129 (act. 7a), p. 132 (act. 11), p. 133 (act. 12), p. 147 (act. 1a), p. 150 (act. 3a), p. 151 (act. 4a), p. 152 (act. 6a, 6c), p. 171 (act. 3a), p. 186 (act. 1a, 1b, 1c), p. 192 (act. 3), p. 211 (act. 4), p. 214 (act. 8), p. 234 (act. 3a), p. 237 (act. 8b, 8c), p. 239 (act. 12), p. 253 (act. 1c), p. 254 (act. 2a), p. 256 (act. 6a), p. 270 (act. 1a, 1b, 1c)
WL.K12.NM.2.2	Demonstrate understanding of short, simple literary stories.	
WL.K12.NM.2.3	Demonstrate understanding of simple written announcements with prompting and support.	p. 23 (act. 2a), p. 65 (act. 2a), p. 85 (act. 1a, 1b), p. 107 (act. 2a), p. 126 (act. 2a), p. 145 (act. 2), p. 169 (act. 1a), p. 172 (act. 5a), p. 191 (act. 2a), p. 233 (act. 2a, 2b), p. 253 (act. 1a)
WL.K12.NM.2.4	Recognize words and phrases when used in context on familiar topics.	p. 4 (act. 4), p. 13 (act. 10), p. 86 (act. 2c), p. 90 (act. 10), p. 102 (act. 1a), p. 110 (act. 5d), p. 112 (act. 9), p. 116 (act. 18), p. 118 (act. 25), p. 132 (act. 10), p. 156 (act. 11), p. 174 (act. 10), p. 203 (act. 24), p. 216 (act. 11), p. 238 (act. 11c), p. 240 (act. 15, 16)

STANDARD 3: Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.3.1	Engage in short social interactions using phrases and simple sentences.	p. 10 (act. 7), p. 11 (act. 8), p. 14 (act. 11), p. 182 (act. 25), p. 211 (act. 5), p. 267 (Mini-projet 2)
WL.K12.NH.3.2	Exchange information about familiar tasks, topics, and activities, including personal information	p. 21 (act. 1b), p. 27 (act. 7b, 8b, 8c), p. 41 (act. 1c), p. 47 (act. 12), p. 63 (act. 1b), p. 71 (act. 11a, 11c), p. 76 (act. 20, 21, 22), p. 78 (act. 28), p. 79 (act. 31), p. 83 (Mini-projet 1), p. 85 (act. 1a, 1d), p. 105 (act. 1b), p. 126 (act. 2b, 3, 4), p. 128 (act. 6c, 6d), p. 129 (act. 7a, 7b, 7c), p. 133 (act. 12), p. 137 (act. 18, 19), p. 147 (act. 1c), p. 149 (act. 2a, 2c), p. 150 (act. 3c), p. 152 (act. 6a, 6b), p. 153 (act. 7a, 7b, 8), p. 155 (act. 10a, 10b, 10e), p. 157 (act. 13, 14), p. 163 (act. 28), p. 171 (act. 3a, 4), p. 172 (act. 5a, 5b, 5c, 5d), p. 174 (act. 11), p. 176 (act. 12, 13, 14), p. 179 (act. 20, 21, 22, 23, 24), p. 193 (act. 5b, 5d), p. 194 (act. 6c), p. 195 (act. 8), p. 197 (act. 11), p. 200 (act. 17), p. 203 (act. 26), p. 210 (act. 3b), p. 215 (act. 9c, 10), p. 220 (act. 21), p. 229 (act. 3), p. 231 (act. 1b), p. 235 (act. 5a, 5b, 6b, 7), p. 237 (act. 10b), p. 241 (act. 17), p. 243 (act. 21, 22), p. 256 (act. 6a), p. 257 (act. 6d, 8b, 9b), p. 259 (act. 12, 13)
WL.K12.NH.3.3	Exchange information using simple language about personal preferences, needs, and feelings.	p. 17 (act. 13), p. 86 (act. 2b), p. 87 (act. 3b, 3c), p. 89 (act. 8b, 9), p. 91 (act. 12), p. 93 (act. 16a, 16b, 17, 18), p. 94 (act. 20, 21), p. 95 (act. 25), p. 96 (act. 26), p. 99 (Mini-projet 2), p. 127 (act. 5c), p. 149 (act. 2d), p. 151 (act. 4c, 5a, 5b), p. 153 (act. 7c), p. 154 (act. 9b), p. 155 (act. 10d), p. 169 (act. 1c), p. 171 (act. 3b), p. 176 (act. 15), p. 187 (act. 3), p. 201 (act. 20), p. 212 (act. 6c), p. 217 (act. 13), p. 257 (act. 8a), p. 261 (act. 17)
WL.K12.NH.3.4	Ask and answer a variety of questions about personal information.	p. 45 (act. 9), p. 52 (act. 24), p. 61 (act. 2), p. 69 (act. 8)

<p>WL.K12.NH.3.5</p>	<p>Exchange information about meeting someone including where to go, how to get there, and what to do and why.</p>	
<p>WL.K12.NH.3.6</p>	<p>Use basic language skills supported by body language and gestures to express agreement and disagreement.</p>	
<p>WL.K12.NH.3.7</p>	<p>Ask for and give simple directions to go somewhere or to complete a task.</p>	<p>p. 239 (act. 13)</p>
<p>WL.K12.NH.3.8</p>	<p>Describe a problem or a situation with sufficient details in order to be understood.</p>	<p>p. 66 (act. 4), p. 237 (act. 9), p. 239 (act. 13)</p>
<p>WL.K12.NM.3.1</p>	<p>Introduce self and others using basic, culturally appropriate greetings.</p>	<p>p. 25 (act. 5a, 5b, 6b), p. 44 (act. 7d)</p>
<p>WL.K12.NM.3.2</p>	<p>Participate in basic conversations using words, phrases, and memorized expressions.</p>	<p>p. 25 (act. 5a, 5b, 6b), p. 31 (act. 11, 12), p. 32 (act. 13, 14, 15, 16), p. 33 (act. 17, 18), p. 34 (act. 19, 20, 21, 22), p. 35 (act. 23, 24), p. 37 (act. 25), p. 48 (act. 13, 14), p. 49 (act. 15), p. 50 (act. 16, 17, 18, 19), p. 51 (act. 20, 21), p. 52 (act. 23, 25), p. 74 (act. 14, 15, 16), p. 75 (act. 17, 18), p. 76 (act. 19), p. 77 (act. 23, 24), p. 78 (act. 25, 26, 27), p. 79 (act. 29, 30), p. 92 (act. 13, 14, 15), p. 95 (act. 22, 23, 24), p. 115 (act. 13, 14, 15, 16), p. 116 (act. 17), p. 117 (act. 21), p. 119 (act. 27, 28, 29, 30), p. 134 (act. 13), p. 135 (act. 14, 15), p. 136 (act. 16, 17), p. 151 (act. 4d), p. 158 (act. 15, 16), p. 159 (act. 18, 19), p. 162 (act. 24, 25), p. 163 (act. 26, 27), p. 170 (act. 2b), p. 177 (act. 16, 17, 18), p. 194 (act. 6b), p. 199 (act. 13, 14), p. 200 (act. 15, 16), p. 201 (act. 18, 19), p. 202 (act. 21, 22, 23), p. 203 (act. 24, 25), p. 218 (act. 14, 15), p. 219 (act. 16, 17, 18), p. 220 (act. 19, 20), p. 221 (act. 22, 23), p. 234 (act. 3b), p. 238 (act. 11c), p. 242 (act. 18, 19), p. 244 (act. 23, 24), p. 245 (act. 25), p. 246 (act. 26, 27, 28, 29), p. 254</p>

		(act. 2b), p. 260 (act. 14), p. 261 (act. 15, 16), p. 262 (act. 18, 19, 20)
WL.K12.NM.3.3	Ask simple questions and provide simple responses related to personal preferences.	p. 8 (act. 6), p. 42 (act. 3b), p. 66 (act. 3c), p. 87 (act. 3a), p. 88 (act. 6b, 6c), p. 103 (act. 2), p. 112 (act. 12), p. 137 (act. 20)
WL.K12.NM.3.4	Exchange essential information about self, family, and familiar topics.	p. 2 (act. 2b), p. 45 (act. 9), p. 53 (act. 26, 27, 28), p. 58 (Projet final), p. 67 (act. 5a, 5d), p. 68 (act. 6a), p. 94 (act. 19), p. 100 (Projet final), p. 108 (act. 3a), p. 109 (act. 4b, 4c), p. 110 (act. 5b, 5c, 5d, 5e), p. 111 (act. 7, 8b), p. 116 (act. 18, 19, 20), p. 118 (act. 22, 23, 24, 25, 26), p. 121 (act. 31), p. 131 (act. 9b, 9c, 9d), p. 178 (act. 19)
WL.K12.NM.3.5	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.	p. 43 (act. 4), p. 76 (act. 19, 20, 21, 22), p. 161 (act. 20, 22, 23), p. 247 (act. 30, 31), p. 256 (act. 6b, 6c), p. 263 (act. 21, 22)
WL.K12.NM.3.6	Use appropriate gestures, body language, and intonation to clarify a message.	p. 25 (act. 5a, 5b, 6b), p. 38 (act. 26, 27, 28), p. 39 (Mini-projet 1), p. 56 (act. 30, 31, 32), p. 82 (act. 33, 34, 35), p. 98 (act. 27, 28, 29, 30, 31), p. 108 (act. 3b), p. 122 (act. 32, 33, 34, 35, 36), p. 140 (act. 22, 23), p. 166 (act. 30, 31), p. 182 (act. 25, 26, 27, 28), p. 224 (act. 26), p. 250 (act. 33), p. 266 (act. 25, 26, 27a, 27b)
WL.K12.NM.3.7	Understand and respond appropriately to simple directions.	p. 0 (act. 1), p. 4 (act. 4), p. 5 (act. 5b), p. 38 (act. 26, 27), p. 56 (act. 29), p. 69 (act. 8), p. 82 (act. 32), p. 140 (act. 21), p. 166 (act. 29), p. 192 (act. 4), p. 221 (act. 24), p. 224 (act. 25), p. 242 (act. 20), p. 250 (act. 32), p. 254 (act. 3), p. 255 (act. 5), p. 266 (act. 24), p. 271 (act. 2)
WL.K12.NM.3.8	Differentiate among oral statements, questions, and exclamations in order to determine meaning.	p. 38 (act. 27a, 27b, 28)

STANDARD 4: Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.	p. 197 (C'est vous les reporters!), p. 220 (act. 21), p. 259 (C'est vous les reporters!), p. 263 (act. 23)
WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.	p. 145 (act. 3)
WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.	p. 172 (act. 5c)
WL.K12.NH.4.4	Present personal information about one's self and others.	p. 43 (act. 6c), p. 61 (act. 3), p. 83 (Mini-projet 1), p. 99 (Mini-projet 2), p. 123 (Mini-projet 1), p. 145 (act. 3)
WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.	
WL.K12.NH.4.6	Use verbal and non-verbal communication when making announcements or introductions.	p. 123 (Mini-projet 1)
WL.K12.NM.4.1	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.	p. 94 (act. 20), p. 123 (Mini-projet 1)
WL.K12.NM.4.2	Present personal information about self and others.	p. 27 (act. 8b), p. 123 (Mini-projet 1)

WL.K12.NM.4.3	Express likes and dislikes.	p. 42 (act. 3c), p. 99 (Mini-projet 2)
WL.K12.NM.4.4	Provide an account of daily activities.	p. 167 (Mini-projet 1)
WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.	p. 39 (Mini-projet 1), p. 58 (Projet final), p. 225 (Mini-projet 2)
WL.K12.NM.4.6	Present simple information about a familiar topic using visuals.	p. 123 (Mini-Projet 1), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 207 (Mini-projet 1), p. 217 (C'est vous les reporters!), p. 226 (Projet final), p. 229 (act. 2), p. 251 (Mini-projet 1)

STANDARD 5: Presentational Writing:

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.5.1	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	p. 27 (act. 8a), p. 29 (C'est vous les reporters!), p. 39 (act. Mini-projet 1), p. 57 (Mini-projet 2), p. 58 (Projet final), p. 69 (act. 7b, 7c), p. 73 (C'est vous les reporters!), p. 83 (Mini-projet 1), p. 87 (act. 4), p. 91 (C'est vous les reporters!), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 3), p. 111 (act. 8a), p. 113 (C'est vous les reporters!), p. 123 (Mini-projet 1), p. 133 (C'est vous les reporters!), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 145 (act. 2), p. 157 (C'est vous les reporters!), p. 173 (act. 8), p. 175 (C'est vous les reporters!), p. 184 (Projet final), p. 187 (act. 2), p. 197 (C'est vous les reporters!), p. 241 (C'est vous les reporters!), p. 263 (act. 23), p. 268 (Projet final), p. 271 (act. 3)
WL.K12.NH.5.2	Write simple statements to describe aspects of daily life.	p. 87 (act. 4), p. 177 (act. 18)
WL.K12.NH.5.3	Write a description of a familiar experience or event.	p. 47 (C'est vous les reporters!)

WL.K12.NH.5.4	Write short personal notes using a variety of media.	
WL.K12.NH.5.5	Request information in writing to obtain something needed.	p. 94 (act. 20), p. 137 (act. 20)
WL.K12.NH.5.6	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).	p. 268 (Projet Final)
WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher directed topics.	p. 207 (Mini-Projet 1), p. 226 (Projet final), p. 268 (Projet final)
WL.K12.NM.5.1	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.	p. 52 (act. 24), p. 69 (act. 7b), p. 119 (act. 30), p. 150 (act. 3c), p. 202 (act. 22, 23)
WL.K12.NM.5.2	Fill out a simple form with basic information.	p. 21 (act. 1a), p. 31 (act. 12), p. 45 (act. 8), p. 74 (act. 14), p. 76 (act. 19)
WL.K12.NM.5.3	Write simple sentences about self and/or others.	p. 27 (act. 7c), p. 34 (act. 21), p. 95 (act. 25), p. 116 (act. 20), p. 119 (act. 29)
WL.K12.NM.5.4	Write simple sentences that help in day-to-day life communication.	p. 92 (act. 14, 15)
WL.K12.NM.5.5	Write about previously acquired knowledge and experiences.	p. 58 (Projet final), p. 71 (act. 11c), p. 99 (Mini-projet 2), p. 142 (Projet final)
WL.K12.NM.5.6	Pre-write by drawing pictures to support ideas related to a task.	p. 123 (Mini-projet 1), p. 242 (act. 20)

<p>WL.K12.NM.5.7</p>	<p>Draw pictures in sequence to demonstrate a story plot.</p>	
<p>STANDARD 6: Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</p>		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
<p>WL.K12.NH.6.1</p>	<p>Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.</p>	<p>p. 65 (Culture), p. 71 (act. 11a, 11b), p. 85 (Culture), p. 88 (act. 6a, 7a), p. 107 (Culture), p. 112 (act. 10), p. 125 (Culture), p. 129 (Culture), p. 131 (Culture), p. 149 (act. Culture), p. 157 (act. 14), p. 173 (act. 6, 7), p. 174 (act. 9), p. 191 (Culture), p. 209 (Culture), p. 210 (act. 3b), p. 212 (act. Culture), p. 213 (act. Culture), p. 235 (act. Culture), p. 253 (act. Culture), p. 257 (act. 9b)</p>
<p>WL.K12.NH.6.2</p>	<p>Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.</p>	<p>p. 90 (act. 10, 11), p. 91 (act. 12), p. 112 (act. 10), p. 125 (act. 1b, 1c, Culture), p. 149 (act. Culture), p. 156 (act. 12), p. 194 (act. 6a), p. 258 (act. 11)</p>
<p>WL.K12.NH.6.3</p>	<p>Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)</p>	<p>p. 23 (act. 2b, Culture), p. 27 (act. 7a, 7b), p. 28 (act. 9, 10), p. 29 (C'est vous les reporters!), p. 58 (Projet final), p. 65 (act. 2a, 2b, Culture), p. 69 (act. 7a, 7b), p. 70 (act. 10a), p. 72 (act. 12, 13), p. 85 (act. 1a, 1c, 1d, Culture), p. 107 (act. 2a, 2b, 2c, Culture), p. 110 (act. 5a, 5b, 5c), p. 128 (act. 6a, 6b), p. 129 (act. 7a, Culture), p. 131 (Culture), p. 132 (act. 11), p. 133 (act. 12, C'est vous les reporters!), p. 195 (act. 7b), p. 237 (act. 10a), p. 240 (act. 14, 15, 16), p. 241 (act. 17, C'est vous les reporters!)</p>
<p>WL.K12.NH.6.4</p>	<p>Identify cultural artifacts, symbols, and images of the target culture(s).</p>	<p>p. 23 (act. 2a), p. 72 (act. 12, 13), p. 105 (act. 1a, 1b)</p>

WL.K12.NM.6.1	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)	p. 24 (act. 4b), p. 25 (act. 6a, 6b), p. 27 (act. 7a, 7b), p. 37 (act. 25), p. 41 (act. 1a, 1b, 1c, Culture), p. 46 (act. 10, 11), p. 47 (act. 12), p. 53 (act. 26), p. 129 (act. 7a, Culture), p. 169 (act. 1a, Culture)
WL.K12.NM.6.2	Recognize common patterns of behavior such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).	p. 25 (act. 6a), p. 90 (act. 10, 11), p. 91 (act. 12), p. 257 (act. 9a), p. 270 (act. 1a, 1b, 1c)
WL.K12.NM.6.3	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.	p. 56 (act. 29), p. 145 (act. 2), p. 183 (Mini-projet 2)
WL.K12.NM.6.4	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).	p. 1 (act 1), p. 21 (act. 1a, 1b), p. 63 (act. 1a, 1b), p. 105 (act. 1a, 1b), p. 125 (act. 1b, 1c, Culture), p. 147 (act. 1b, 1c), p. 189 (act. 1a, 1b), p. 191 (act. 2a, 2b, 2c, Culture), p. 195 (act. 7a, 7c), p. 196 (act. 9, 10), p. 209 (act. 1a, 1b, Culture), p. 213 (act. 7a, Culture), p. 216 (act. 12), p. 217 (act. 13, C'est vous les reporters!), p. 220 (act. 19, 21), p. 226 (Projet final), p. 229 (act. 2), p. 235 (act. Culture), p. 259 (C'est vous les reporters!)

STANDARD 7: Connections:

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.	p. 5 (act. 5b), p. 23 (Culture), p. 28 (act. 10), p. 29 (C'est vous les reporters!), p. 39 (Mini-projet 1), p. 43 (act. 5), p. 46 (act. 11), p. 65 (act. 2a, 2b), p. 66 (act. 3a, 3b, 3c, 4), p. 70 (act. 10b), p. 72 (act. 12, 13), p. 73 (C'est vous les reporters!), p. 90 (act. 11), p. 107 (act. 2b), p.

		112 (act. 10, 11, 12), p. 132 (act. 10, 11), p. 133 (act. 12), p. 156 (act. 12), p. 157 (act. 14, C'est vous les reporters!), p. 169 (act. Culture), p. 173 (act. 6), p. 174 (act. 9, 10, 11), p. 183 (Mini-projet 2), p. 192 (act. 3), p. 193 (act. 5a), p. 196 (act. 9, 10), p. 207 (Mini-projet 1), p. 209 (act. Culture), p. 212 (act. Culture), p. 216 (act. 11, 12), p. 234 (act. 3a), p. 237 (act. 10a, 10b), p. 240 (act. 14, 15, 16), p. 241 (act. 17), p. 253 (act. Culture), p. 258 (act. 10, 11), p. 267 (Mini-projet 2)
WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.	p. 42 (act. 3a), p. 66 (act. 4), p. 70 (act. 10a), p. 83 (Mini-projet 1), p. 88 (act. 6a), p. 99 (Mini-projet 2), p. 103 (act. 3), p. 157 (C'est vous les reporters!), p. 186 (act. 1a, 1b, 1c), p. 187 (act. 2), p. 237 (act. 9), p. 239 (act. 13)
WL.K12.NM.7.1	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.	p. 130 (act. Culture), p. 169 (act. 1a), p. 172 (act. 5a, 5b), p. 191 (act. 2a)
WL.K12.NM.7.2	Identify (within a familiar context and supported by visuals) basic information common to the world language classroom and other disciplines.	p. 39 (Mini-projet 1), p. 43 (act. 6c), p. 58 (Projet final), p. 66 (act. 3a, 3b, 3c, 4), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 183 (Mini-projet 2), p. 207 (Mini-projet 1), p. 234 (act. 3a), p. 257 (act. 7)
STANDARD 8: Comparisons:		
The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language	p. 25 (act. 6b), p. 46 (act. 10), p. 65 (act. Culture), p. 88 (act. 7b), p. 89 (Culture), p. 90 (act. 10), p. 125 (Culture), p. 131 (Culture), p. 132 (act. 10), p. 149 (act. 2c, Culture), p. 152

	by comparing information acquired in the target language to further knowledge of own language and culture.	(act. 6a, 6b), p. 153 (act. 7a, 7b), p. 154 (act. 9a), p. 155 (act. 10e), p. 156 (act. 11), p. 174 (act. 10), p. 186 (act. 1c), p. 187 (act. 2), p. 194 (act. 6b), p. 195 (act. 8), p. 210 (act. 3b), p. 212 (Culture), p. 213 (Culture), p. 216 (act. 11), p. 234 (act. 4), p. 235 (Culture), p. 239 (Culture), p. 253 (Culture), p. 257 (act. 9b), p. 258 (act. 10), p. 259 (act. 12)
WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.	p. 5 (act. 5a, 5b), p. 43 (act. 6b), p. 108 (act. 3b), p. 234 (act. 3b)
WL.K12.NH.8.3	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)	p. 23 (act. 2b, Culture), p. 70 (act. 10b), p. 85 (act. Culture), p. 87 (act. 5b), p. 91 (C'est vous les reporters!), p. 107 (Culture), p. 129 (Culture), p. 155 (act. 10e), p. 157 (act. 13), p. 197 (act. 11, C'est vous les reporters!), p. 209 (Culture), p. 213 (Culture), p. 217 (C'est vous les reporters!), p. 233 (Culture), p. 235 (Culture), p. 239 (Culture)
WL.K12.NM.8.1	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.	p. 4 (act. 4), p. 110 (act. 5d), p. 152 (act. 6a)
WL.K12.NM.8.2	Recognize true and false cognates in the target language and compare them to own language.	p. 29 (C'est vous les reporters!)
WL.K12.NM.8.3	Identify celebrations typical of the target culture and one's own.	p. 41 (act. Culture), p. 47 (C'est vous les reporters!), p. 169 (Culture)

STANDARD 9: Communities:
The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.	p. 25 (act. 5b), p. 37 (act. 25), p. 39 (act. Mini-projet 1), p. 42 (act. 3b), p. 43 (act. 6c), p. 47 (act. 12), p. 94 (act. 20), p. 96 (act. 26), p. 99 (act. Mini-projet 2), p. 211 (act. 5), p. 225 (Mini-projet 2), p. 229 (act. 3), p. 234 (act. 4), p. 237 (act. 9), p. 239 (act. 13), p. 267 (Mini-projet 2)
WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.	p. 89 (act. 8b), p. 251 (act. Mini-projet 1)
WL.K12.NM.9.1	Use key words and phrases in the target language to participate in different activities in the school and community settings.	p. 43 (act. 4), p. 45 (act. 9), p. 56 (act. 29), p. 183 (act. Mini-projet 2), p. 226 (act. Projet final)
WL.K12.NM.9.2	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.	p. 58 (act. Projet final), p. 61 (act. 3), p. 100 (act. Projet final), p. 141 (act. Mini-projet 2), p. 184 (act. Projet final), p. 207 (act. Mini-projet 1), p. 268 (act. Projet final)

MATH, ELA, and ELL benchmarks

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.	p. 142 (Projet final), p. 184 (Projet final), p. 187 (act. 2), p. 256 (act. 6a), p. 271 (act. 2)

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	p. 103 (act. 3), p. 187 (act. 2), p. 256 (act. 6b)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	p. 43 (act. 5), p. 130 (Culture)
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	p. 257 (act. 7, 8b), p. 267 (Mini-Projet 2)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	p. 43 (act. 5), p. 130 (Culture), p. 212 (Culture), p. 257 (act. 7)
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	p. 42 (act. 3b, 3c), p. 43 (act. 5), p. 147 (act. 1c), p. 151 (act. 4b), p. 212 (act. 6b), p. 255 (act. 4c)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	p. 42 (act. 3a, 3b, 3c), p. 43 (act. 5), p. 130 (Culture), p. 212 (Culture), p. 256 (act. 6a), p. 257 (act. 7)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	p. 24 (act. 4b), p. 87 (act. 5b), p. 130 (act. 8), p. 167 (Mini-projet 1), p. 256 (act. 6a)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	p. 28 (act. 9, 10), p. 46 (act. 10, 11), p. 47 (act. 12), p. 72 (act. 12, 13), p. 90 (act. 10, 11), p. 91 (act. 12), p. 112 (act. 9, 10, 11, 12), p. 132 (act. 10, 11), p. 133 (act. 12), p. 156 (act. 11, 12), p. 157 (act. 13, 14), p. 174 (act. 9, 10, 11), p. 196 (act. 9, 10), p. 197 (act. 11), p. 216 (act. 11, 12), p. 217 (act. 13), p. 240 (act. 14, 15, 16), p. 241 (act. 17), p. 258 (act. 10, 11), p. 259 (act. 12, 13)
ELA.K12.EE.3.1	Make inferences to support comprehension.	p. 13 (act. 9), p. 23 (act. 2a), p. 41 (act. 1a), p. 44 (act. 7a), p. 65 (act. 2a), p. 85 (act. 1a), p. 107 (act. 2a), p. 125 (act. 1a), p. 126 (act. 2a), p. 128 (act. 6a, 6b), p. 149 (act. 2c), p. 169 (act. 1a), p. 172 (act. 5a, 5b), p. 209 (act. 1a), p. 212 (act. 6a), p. 228 (act. 1a), p. 233 (act. 2b), p. 242 (act. 20), p. 253 (act. 1a), p. 258 (act. 10)

<p>ELA.K12.EE.4.1</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>p. 39 (Mini-Projet 1), p. 58 (Projet final), p. 83 (Mini-projet 1), p. 154 (act. 9b), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 187 (act. 3), p. 226 (Projet final), p. 229 (act. 3), p. 267 (Mini-projet 2), p. 268 (Projet final)</p>
<p>ELA.K12.EE.5.1</p>	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>p. 47 (C'est vous les reporters!), p. 57 (Mini-projet 2), p. 58 (Projet final), p. 61 (act. 3), p. 83 (Mini-projet 1), p. 103 (act. 3), p. 100 (Projet final), p. 123 (Mini-projet 1), p. 157 (C'est vous les reporters!), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 187 (act. 2), p. 207 (Mini-projet 1), p. 226 (Projet final), p. 251 (Mini-projet 1), p. 268 (Projet final)</p>
<p>ELA.K12.EE.6.1</p>	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>p. 13 (act. 10), p. 39 (Mini-projet 1), p. 44 (act. 7d), p. 57 (Mini-projet 2), p. 58 (Projet final), p. 89 (act. 8b), p. 91 (C'est vous les reporters!), p. 99 (Mini-projet 2), p. 145 (act. 3), p. 173 (act. 8), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 197 (C'est vous les reporters!)</p>
<p>ELD.K12.ELL.SI.1</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>	<p>p. 87 (act. 5^a, 5b) p. 183 (Mini-projet 2), p. 267 (Mini-projet 2)</p>