



# REPORTERS FRANCOPHONES 4

**COURSE TITLE(S):** French 4 Honors

**COURSE CODE(S):** 0701350

2011 Florida Next Generation World Languages Standards

## 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.AM.1.1	Demonstrate understanding of factual information about common, everyday, or job-related topics.	SE: p. 6 (act. 5a), p. 7 (act. 5c), p. 13 (act. 10Ee, 10f), p. 19 (act. 18b, 18c), pp. 28-29 (act. 1a), pp. 36-37 (act. 6c, 6d), p. 41 (act. 11b), p. 45 (act. 14d), pp. 60-61 (act. 3b, 3c, 3d), p. 74 (act. 17b, 17c), p. 75 (act. 18b, 18c), pp. 84-85 (act. 1b), pp. 112-113 (act. 1b), p. 125 (act. 10a), pp. 140-141 (act. 1b), p. 148 (act. 6b, 6c, 6d), p. 154 (act. 14b, 14c)
WL.K12.AM.1.2	Demonstrate understanding of presentations where different accents and lexical variations are used.	SE: pp. 0-1 (act. 1b), p. 6 (act. 5b), p. 14 (act. 12b, 12c), p. 18 (act. 17b), pp. 28-29 (act. 1a), p. 36 (act. 6b, 6c), pp. 56-57 (act. 1a, 1b)
WL.K12.AM.1.3	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions	SE: p. 6 (act. 5b), p. 12 (act. 10c), p. 14 (act. 12c), p. 18 (act. 17b), p. 36 (act. 6b)
WL.K12.AM.1.4	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.	SE: p. 6 (act. 5a), p. 14 (act. 12c), p. 18 (act. 17b), p. 45 (act. 14d), pp. 88-89 (act. 3c, 3d)
WL.K12.AM.1.5	Demonstrate understanding of different points of view in a discussion.	SE: p. 14 (act. 12b, 12c), p. 37 (act. 6d), p. 44 (act. 14c), p. 67 (act. 10a)
WL.K12.AM.1.6	Follow complex technical instructions and specifications in real life settings.	TE: p. 66 (act. 9 Boost your teaching), p. 69 (act. 13 Differentiated instruction), p. 71 (act. 14d Differentiated Instruction)
WL.K12.AL.1.4	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts, and videos in order to function for personal needs within the target culture.	SE: p. 159 (act. 18b), p. 159 (Comparaison culturelle), p. 13 (act. 10h)

WL.K12.AL.1.5	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.	SE: p. 7 (act. 5e), p. 37 (act. 6e), p. 45 (act. 14e), p. 74 (act. 17d), p. 92 (act. 6a, 6b, 6c), pp. 120-121 (act. 6c, 6d, 6e), p. 151 (act. 10a)
WL.K12.AL.1.6	Follow technical instructions for familiar products and services.	TE: p. 66 (act. 9 Boost your teaching), p. 69 (act. 13 Differentiated Instruction), p. 71 (act. 14d Differentiated Instruction)

## **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.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
WL.K12.AM.2.1	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.	SE: pp. 2-3 (act. 2a, 2d), pp. 8-9 (act. 7b, 7c), pp. 10-11 (act. 9d), pp. 42-43 (act. 13c, 13d), pp. 62-63 (act. 5b, 5c, 5d), pp. 70-71 (act. 14b, 14c), pp. 72-73 (act. 15b), pp. 86-87 (act. 2b, 2c), pp. 90-91 (act. 5b, 5c, 5d), p. 93 (act. 7a), pp. 102-103 (act. 16b, 16c), pp. 118-119 (act. 5b, 5c, 5e), pp. 122-123 (act. 8b, 8c, 8d)
WL.K12.AM.2.2	Demonstrate understanding of different points of view presented through a variety of literary works.	SE: pp. 42-43 (act. 13a, 13b, 13c), pp. 94-95 (act. 9b), pp. 122-123 (act. 8a, 8b, 8d)
WL.K12.AM.2.3	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.	SE: pp. 4-5 (act. 3b, 3d, 3e), p. 7 (act. Culture), pp. 8-9 (act. 7a, 7b, 7c), pp. 10-11 (act. 9b, 9d), p. 14 (act. 12a), pp. 16-17 (act. 15a, 15b, 15c, 15d), pp. 38-39 (act. 8a, 8b), pp. 58-59 (act. 2b), p. 65 (act. 8), pp. 72-73 (act. 15a, 15d), p. 124 (act. 9b, 9c), pp. 142-143 (act. 2a, 2b, 2c), pp. 146-147 (act. 5a, 5b, 5c), p. 152 (act. 12)
WL.K12.AM.2.4	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.	SE: pp. 2-3 (act. 2b), p. 7 (act. 5f), pp. 10-11 (act. 9c), pp. 34-35 (act. 5a), p. 68 (act. 12b), pp. 98-99 (act. 13c), pp. 120-121 (act. 6f), pp. 128-129 (act. 14b)
WL.K12.AL.2.3	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.	SE: pp. 2-3 (act. 2d), pp. 30-31 (act. 2c, 2e), pp. 32-33 (act. 3a, 3c), pp. 34-35 (act. 5a, 5c), p. 40 (act. 10a), pp. 58-59 (act. 2b), pp. 72-73 (act. 15b, 15d), p. 93 (act. 7a), p. 96 (act. 10a, 10b), pp. 116-117 (act. 3b, 3c, 3d, 3e, 3f), pp. 118-119 (act. 5b, 5c, 5e), pp. 128-129 (act. 14a, 14b, 14c, 14d, 14e, 14f), p. 130-131 (act. 15b, 15c, 15d, 15e), pp. 142-143 (act. 2a, 2b), pp. 144-145 (act. 3b), pp. 146-147 (act. 5a, 5c), pp. 156-157 (act. 15b)
WL.K12.AL.2.4	Demonstrate understanding of main idea and supporting details from different types of texts that contain high frequency idioms.	SE: pp. 4-5 (act. 3d), pp. 10-11 (act. 9e), p. 38 (act. 8a, 8b), p. 40 (act. 10a, 10b), pp. 46-47 (act. 15a, 15b), pp. 122-123 (act. 8a, 8b, 8c, 8d)  TE: pp. 4-5 (act. 3e Boost your teaching), pp. 10-11 (act. 9e Differentiated instruction)

## **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.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
WL.K12.AM.3.1	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete, social, academic, and professional topics.	SE: pp. 4-5 (act. 3f), p. 7 (act. 6), p. 9 (act. 8), pp. 10-11 (act. 9e, 9f), p. 12 (act. 10a, 10g), p. 18 (act. 17a), p. 31 (act. 2b), pp. 32-33 (act. 3c), p. 36 (act. 6a), p. 41 (act. 11c), p. 45 (act. 14f), pp. 58-59 (act. 2d), pp. 66-67 (act. 9d), pp. 70-71 (act. 14a, 14d), p. 74 (act. 17a), p. 75 (act. 18a), p. 93 (act. 8), p. 130 (act. 15a), p. 143 (act. 2c), p. 154 (act. 14a)
WL.K12.AM.3.2	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.	SE: p. 15 (act. 14), p. 17 (act. 16), p. 41 (act. 12), p. 67 (act. 11), p. 69 (act. 13), p. 92 (act. 6d), p. 97 (act. 12), p. 125 (act. 11), p. 153 (act. 13)
WL.K12.AM.3.3	Elaborate on and justify personal preferences, needs, and feelings.	SE: p. 13 (act. 10h), p. 17 (act. 15e), p. 41 (act. 11a), p. 45 (act. 14f), p. 87 (act. 2e), p. 96 (act. 10c), p. 103 (act. 16d), p. 119 (act. 5a, 5f), pp. 120-121 (act. 6g)
WL.K12.AM.3.4	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.	SE: p. 13 (act. 10g), pp. 42-43 (act. 13a), p. 74 (act. 17a), p. 75 (act. 18a)
WL.K12.AM.3.5	Exchange and develop information about personal and academic tasks.	SE: p. 5 (act. 3f), p. 18 (act. 17a), p. 35 (act. 5e), p. 39 (act. 8d), p. 66 (act. 9a), p. 73 (act. 15a, 15e), p. 87 (act. 2a, 2e), p. 93 (act. 8), p. 103 (act. 16a), pp. 118-p. 124 (act. 9c), p. 154 (act. 14a), p. 155 (act. 14f)
WL.K12.AM.3.6	Use a variety of idiomatic and culturally authentic expressions appropriately.	SE: p. 13 (act. 10g), p. 13 (act. 11), p. 15 (act. 14), p. 17 (act. 16), p. 39 (act. 9), p. 41 (act. 12), p. 67 (act. 11), p. 69 (act. 13)
WL.K12.AM.3.7	Exchange general information on a variety of topics outside fields of interest.	SE: p. 12 (act. 10a, 10c), p. 30 (act. 2b), p. 45 (act. 14f), p. 61 (act. 3g), p. 62 (act. 5a), pp. 84-85 (act. 1a), p. 131 (act. 15a), p. 141 (act. 1a), p. 144 (act. 3a), p. 148 (act. 6d), p. 154 (act. 14a)
WL.K12.AM.3.8	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.	SE: p. 39 (act. 8d, 9), p. 67 (act. 11), p. 69 (act. 13), p. 92 (act. 6d)
WL.K12.AL.3.5	Maintain a conversation even when unpredictable situations arise in a familiar context.	SE: p. 41 (act. 11c), p. 67 (act. 11), p. 97 (act. 12)
WL.K12.AL.3.6	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.	SE: p. 39 (act. 8d), p. 63 (act. 5a), p. 71 (act. 14a), p. 92 (act. 6d), p. 96 (act. 10c), p. 97 (act. 12), p. 100 (act. 15a), p. 103 (act. 16a), p. 117 (act. 3g), p. 119 (act. 5f), p. 125 (act. 11), p. 148 (act. 6d), p. 151 (act. 11) TE: pp. 62-63 (act. 5a), pp. 70-71 (act. 14a), p. 96 (act. 10c), p. 100 (act. 15a)

WL.K12.AL.3.7	Incorporate formal and informal language and the appropriate register in a conversation.	SE: pp. 34-35 (act. 5e), p. 39 (act. 8c, 8d), p. 41 (act. 12), p. 67 (act. 11), p. 92 (act. 6d), p. 93 (act. 8), p. 97 (act. 12), p. 125 (act. 11), p. 151 (act. 11)
WL.K12.AL.3.8	Collaborate to develop and propose solutions to problems.	SE: p. 67 (act. 11), pp. 144-145 (act. 3a), p. 148 (act. 6d), p. 155 (act. 14f)

## **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.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
WL.K12.AM.4.1	Deliver an articulated presentation on personal, academic, or professional topics.	SE: p. 15 (act. 13), pp. 26-27 (Projet final), pp. 54-55 (Projet final), p. 61 (act. 4), p. 75 (act. 19),
WL.K12.AM.4.2	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.	SE: p. 15 (act. 13), p. 19 (act. 19), pp. 26-27 (Projet final), p. 75 (act. 19), p. 88 (act. 3a)
WL.K12.AM.4.3	Narrate, with ease and detail, events of current, public, or personal interest.	SE: p. 33 (act. 4), pp. 54-55 (Projet final), p. 59 (act. 2e), p. 61 (act. 4), p. 71 (act. 14e), pp. 82-83 (Projet final), p. 149 (act. 8)
WL.K12.AM.4.4	Prepare and deliver presentations based on inquiry or research.	SE: p. 15 (act. 13), pp. 54-55 (Projet final), p. 71 (act. 14e), pp. 82-83 (Projet final), p. 101 (act. 15f), pp. 110-111 (Projet final), p. 147 (act. 5d), p. 149 (act. 8)
WL.K12.AM.4.5	Narrate a story and describe reactions with clarity and detail.	SE: p. 43 (act. 13g), p. 63 (act. 5f), p. 100 (act. 15b)
WL.K12.AM.4.6	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.	SE: p. 15 (act. 13), p. 37 (act. 6e), p. 59 (act. 2e), pp. 114-115 (act. 2f), p. 129 (act. 14e), p. 149 (act. 8), pp. 146-147 (act. 5c), p. 157 (act. 16)
WL.K12.AL.4.4	Communicate ideas on a variety of topics with accuracy, clarity, and precision.	SE: pp. 26-27 (Projet final), pp. 60-61 (act. 4), p. 75 (act. 19), p. 101 (act. 15f), pp. 120-121 (act. 7), p. 129 (act. 14e), p. 149 (act. 8), p. 159 (act. 18b, 19)
WL.K12.AL.4.5	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.	TE: pp. 94-95 (act. 9b Boost your teaching), pp. 100-101 (act. 15d Boost your teaching), pp. 122-123 (act. 8 Differentiated instruction)
WL.K12.AL.4.6	Provide information on academic and job related topics with clarity and detail.	SE: p. 15 (act. 13), p. 71 (act. 14e) TE: p. 143 (act. 2d Differentiated instruction)

## **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.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
WL.K12.AM.5.1	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.	SE: p. 13 (act. 11), pp. 110-111 (Projet final), pp. 137-138 (Projet final), p. 157 (act. 16), pp. 166-167 (Projet final)
WL.K12.AM.5.2	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.	SE: p. 31 (act. 2f), pp. 64-65 (act. 6e), pp. 138-139 (Projet final), pp. 166-167 (Projet final), p. 147 (act. 5d)
WL.K12.AM.5.3	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.	SE: p. 13 (act. 11), p. 37 (act. 7), p. 47 (act. 16), p. 65 (act. 7), p. 73 (act. 16), p. 147 (act. 5d)
WL.K12.AM.5.4	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.	SE: p. 13 (act. 11), p. 37 (act. 7, "Comparaison culturelle"), p. 47 (act. 16), p. 69 (act. 13), p. 75 (act. 19), p. 99 (act. 14), p. 153 (act. 13b), p. 159 (act. 19)
WL.K12.AM.5.5	Write with clarity following consistent control of time frames and mood.	SE: pp. 4-5 (act. 3d), p. 39 (act. 9), p. 69 (act. 13), p. 123 (act. 8e)
WL.K12.AM.5.6	Produce a persuasive essay and sustain and justify opinions and arguments in writing.	SE: p. 13 (act. 11), p. 47 (act. 16), p. 73 (act. 16), p. 131 (act. 16), p. 157 (act. 16)
WL.K12.AM.5.7	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.	SE: p. 91 (act. 5g), p. 95 (act. 9d), pp. 110-111 (Projet final)
WL.K12.AL.5.5	Write using different time frames and appropriate mood.	SE: p. 39 (act. 9), p. 95 (act. 9d), p. 123 (act. 8e)
WL.K12.AL.5.6	Write using style, language, and tone appropriate to the audience and purpose of the presentation.	SE: p. 47 (act. 16), p. 89 (act. 4), p. 101 (act. 15e), p. 103 (act. 17), p. 123 (act. 8e), p. 131 (act. 16), p. 153 (act. 13b), pp. 166-167 (Projet final)
WL.K12.AL.5.7	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.	SE: pp. 2-3 (act. 2g), p. 89 (act. 4), p. 91 (act. 5g), p. 93 (act. 7b), p. 95 (act. 9d), p. 103 (act. 17), p. 117 (act. 4), p. 123 (act. 8e), p. 125 (act. 10d), p. 127 (act. 13), p. 131 (act. 16), p. 145 (act. 4)

## **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.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
WL.K12.AM.6.1	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs or viewpoints) typical of the target culture(s).	SE: p. 12 (act. 10c), p. 37 (act. 7, Comparaison culturelle), p. 45 (act. 14e), p. 87 (act. 2b, 2c), p. 88 (Comparaison culturelle), pp. 114-115 (act. 2a, 2b, 2c, 2d), p. 120 (act. 6a),
WL.K12.AM.6.2	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.	SE: p. 15 (act. 13, act. 14), p. 26 (Projet final), pp. 54-55 (Projet final), p. 99 (act. 14), p. 127 (act. 13), pp. 138-139 (Projet final)
WL.K12.AM.6.3	Evaluate the effects of the target culture's contributions on other societies.	SE: pp. 54-55 (Projet final), p. 74 (act. 17d), pp. 166-167 (Projet final)
WL.K12.AM.6.4	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).	SE: pp. 2-3 (act. 2g), p. 19 (act. 19), p. 101 (act. 15f), p. 110 (Projet final), p. 139 (Projet final), p. 147 (act. 5d), p. 148 (act. 8), pp. 166-167 (Projet final)
WL.K12.AL.6.3	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).	SE: p. 64 (act. 6a, 6b, 6c, 6d), pp. 64-65 (act. 6e), p. 65 (act. 7, 8), pp. 118-119 (act. 5b, 5c, 5e), pp. 138-139 (Projet final), p. 147 (act. 5a, 5c)
WL.K12.AL.6.4	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).	SE: pp. 28-29 (act. 1a, 1b), pp. 34-35 (act. 5b, 5c, 5d, 5e), pp. 56-57 (act. 1a, 1b), pp. 84-85 (act. 1a, 1b), p. 88 (act. Comparaison culturelle), p. 89 (3e), p. 90-91 (act. 5a, 5b, 5c, 5d), p. 92 (act. 6a, 6b, 6c), pp. 94-95 (act. 9b), p. 96 (act. 10a, 10b, 10c), p. 97 (act. 11a, 11b), pp. 100-101 (act. 15b, 15c, 15d), pp. 118-119 (act. 5b, 5c, 5e, 5f), pp. 122-123 (act. 8a, 8b, 8c, 8d) pp. 138-139 (Projet final), p. 147 (act. 5d), p. 148 (act. 6a, 6b, 6c, 6d), p. 149 (act. 7), p. 150 (act. 9b), p. 151 (act. 10a), p. 158 (act. 17a, 17b, 17c), p. 159 (act. 19), pp. 166-167 (Projet final)

## **STANDARD 7: Connections**

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

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
WL.K12.AM.7.1	Analyze, reinforce, and further knowledge of other disciplines through the target language	SE: pp. 2-3 (act. 2a, 2b, 2d, 2e, 2f, 2g), p. 18 (act. 17a, 17b, 18a), p. 19 (act. 18b, 18c, 19), pp. 30-31 (act. 2a, 2b, 2c, 2e, 2f), pp. 32-33 (act. 3a), pp. 58-59 (act. 2b, 2c, 2d, 2e), pp. 62-63 (act. 5a, 5b, 5c, 5d), p. 65 (act. 8), pp. 66 (act. 8b, 9c), p. 74 (act. 17a, 17b, 17c, 17d), p. 75 (act. 18a, 18b, 18c) p. 87 (act. 2a, 2b, 2c), p. 100 (act. 15a), pp. 100-101 (act. 15b, 15c, 15d, 15e), p. 103 (act. 16a), pp. 118-119 (act. 5a, 5b, 5c, 5d, 5f)
WL.K12.AM.7.2	Analyze, within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.	SE: pp. 0-1 (act. 1a, 1b), pp. 2-3 (act. 2d, 2e, 2f, 2g), p. 15 (act. 13), p. 18 (act. 17a, 17b, 18a), p. 19 (act. 18b, 18c, 19), pp. 28-29 (act. 1a, 1b), pp. 56-57 (act. 1a, 1b), pp. 60-61 (act. 3b, 3c, 3d, 3g, 3f), p. 61 (act. 4), pp. 62-63 (act. 5b, 5c, 5d, 5f), pp. 64-65 (act. 6a, 6b, 6c, 6d, 6e, 6f), p. 65 (act. 7, act. 8), pp. 84-85 (act. 1a, 1b), pp. 88-89 (act. 3a, 3b, 3c, 3d, 3e), p. 89 (act. 4), p. 92 (act. 6a, 6b, 6c), pp. 112-113 (act. 1a, 1b), pp. 120-121 (act. 6b, 6c, 6d, 6e), p. 121 (act. 7), pp. 122-123 (act. 8a, 8b, 8c, 8d), pp. 138-139 (Projet final), pp. 140-141 (act. 1a, 1b),
WL.K12.AL.7.2	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.	SE: pp. 10-11 (act. 9d, 9e), p. 19 (act. 19), pp. 32-33 (act. 3c), pp. 60-61 (act. 3f), pp. 114-115 (act. 2a, 2b, 2c, 2d, 2f)

## **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.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
WL.K12.AM.8.1	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.	SE: p. 3 (act. 2g), p. 7 (act. 6), p.11 (act. 9f), p. 19 (act. 19), p. 88 (Comparaison Culturelle), p. 143 (act. 2d)
WL.K12.AM.8.2	Analyze the sound symbol association between the target language and own.	SE: pp. 4-5 (act. 3c) TE: pp. 2-3 (act. 2a), pp. 10-11 (act. 9c), p. 37 (act. 6 Differentiated instruction)



<b>WL.K12.AM.8.3</b>	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.	<b>SE:</b> p. 13 (act. 10i), pp. 128-129 (act. 14a, 14b, 14c, 14d, 14e, 14f), p. 129 (act. 14g)
<b>WL.K12.AL.8.2</b>	Discriminate between different registers of language (formal/informal, literary/ colloquial, written/ conversational) and explain their cultural implications.	<b>SE:</b> p. 15 (act. 14), p. 16 (act. 15a, 15c), p. 17 (act. 16), p. 47 (act. 16), pp. 166-167 (Projet final)
<b>WL.K12.AL.8.3</b>	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.	<b>SE:</b> pp. 10-11 (act. 9f), pp. 60-61 (act. 3g), pp. 86-87 (act. 2e), p. 88 (Comparaison culturelle), p. 143 (act. 2d), p. 149 (act. 8), p. 159 (act. 19)

## **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.

<b>Benchmark code</b>	<b>Benchmark</b>	<b>Activities where benchmark is directly addressed in-depth in major tool.</b>
<b>WL.K12.AM.9.1</b>	Use knowledge acquired in the target language to access information on careers and employment opportunities.	<b>SE:</b> p. 15 (act. 13, 14), pp. 38-39 (act. 9), pp. 152-153 (act. 13a, 13b)
<b>WL.K12.AM.9.2</b>	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.	<b>SE:</b> p. 15 (act. 13), pp. 54-55 (Projet final) <b>TE:</b> pp. 14-15 (act. 13 Boost your teaching)
<b>WL.K12.AL.9.2</b>	Create and present activities in the target language (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.	<b>SE:</b> p. 39 (act. 8d), p. 61 (act. 4), pp. 110-111 (Projet final) <b>TE:</b> p. 38 (act. 8 Boost your teaching)



## 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.	SE: pp. 2-3 (act. 2), pp. 12-13 (act. 10), pp. 30-31 (act. 2), pp. 58-59 (act. 2), pp. 64-65 (act. 6), pp. 86-87 (act. 2), pp. 142-143 (act. 2)
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	SE: pp. 46-47 (act. 15b), pp. 120-121 (act. 7), p. 13 (act. 11), p. 69 (act. 13)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	SE: p. 13 (act. 10i), pp. 30-31 (act. 2f), pp. 58-59 (act. 2b, 2c), pp. 142-143 (act. 2d)
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	SE: pp. 2-3 (act. 2e), p. 13 (act. 10i), pp. 58-59 (act. 2d), pp. 142-143 (act. 2d) TE: pp. 2-3 (act. 2e), p. 13 (act. 10i)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	SE: pp. 2-3 (act. 2d, 2f, 2g), pp. 30-31 (act. 2c), pp. 142-143 (act. 2b, 2c)
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	SE: pp. 2-3 (act. 2e), pp. 30-31 (act. 2c), pp. 58-59 (act. 2b), p. 64 (act. 6c), p. 87 (act. 2b)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	SE: pp. 2-3 (act. 2g), pp. 30-31 (act. 2f), pp. 58-59 (act. 2c), , pp. 142-143 (act. 2d)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	SE: pp. 2-3 (act. 2e), p. 13 (act. 10h), pp. 32-33 (act. 3c), pp. 34-35 (act. 5e), pp. 42-43 (act. 13c), pp. 58-59 (act. 2b, 2e), pp. 60-61 (act. 3f), p. 61 (act. 4), pp. 62-63 (act. 5d), pp. 70-71 (act. 14c, 14d), p. 74 (act. 17d), p. 93 (act. 7a), pp. 116-117 (act. 3e), pp. 126-127 (act. 12a, 12b), pp. 130-131 (act. 15d, 15e), p. 131 (act. 16), pp. 142-143 (act. 2b)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	SE: pp. 8-9 (act. 7b, 7c), pp. 32-33 (act. 3a), pp. 34-35 (act. 5a), pp. 38-39 (act. 8a, 8b, 8c), p. 40 (act. 10a), pp. 42-43 (act. 13a, 13b, 13c, 13d), pp. 46-47 (act. 15a), p. 68 (act. 12a, 12b, 12c), pp. 70-71 (act. 14b, 14c), pp. 72-73 (act. 15a, 15b), p. 98 (act. 13a, 13b), p. 124 (act. 9b), p. 153 (act. 13a)
ELA.K12.EE.3.1	Make inferences to support comprehension.	SE: pp. 2-3 (act. 2c), pp. 4-5 (act. 3c), p. 7 (act. 5d), p. 9 (act. 7d), pp. 10-11 (act. 9c), pp. 30-31 (act. 2d), pp. 32-33 (act. 3b), p. 37 (act. 6f), p. 43 (act. 13e), p. 44 (act. 14a, 14b), pp. 58-59 (act. 2a, 2c), p. 60 (act. 3a), p. 63 (act. 5a, 5e), p. 67 (act. 10b), p. 69 (act. 12d, 12e), p. 73 (act. 15c), p. 88 (act. 3a), pp. 90-91 (act. 5a), p. 91 (act. 5f), p. 92 (act. 6a), pp. 114-115 (act. 2a, 2e), pp. 116-117 (act. 3a), p. 119 (act. 5d), p. 120 (act. 6b), pp. 122-123 (act. 8a, 8b), p. p. 155 (act. 14d)
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	SE: p. 9 (act. 8), p. 13 (act. 10c, 10g), pp. 26-27 (Projet final), p. 39 (act. 8d), p. 40 (act. 10b), pp. 54-55 (Projet final), , p. 71 (act. 14e), p. 73 (act. 15e), pp. 138-139 (Projet final), pp. 166-167 (Projet final)

<b>ELA.K12.EE.5.1</b>	Use the accepted rules governing a specific format to create quality work.	<b>SE:</b> p. 5 (act. 4), p. 7 (act. 5e), p. 9 (act. 7e), p. 13 (act. 11), p. 17 (act. 16), p. 19 (act. 19), pp. 26-27 (Projet final), pp. 28-29 (act. 1b), p. 37 (act. 7), p. 39 (act. 9), p. 47 (act. 16), p. 65 (act. 7), p. 69 (act. 13), p. 73 (act. 16), p. 75 (act. 19), p. 89 (act. 4), pp. 90-91 (act. 5g), p. 99 (act. 14), p. 103 (act. 17), p. 127 (act. 13), p. 131 (act. 16), p. 145 (act. 4), p. 153 (act. 13b), p. 157 (act. 16)
<b>ELA.K12.EE.6.1</b>	Use appropriate voice and tone when speaking or writing.	<b>SE:</b> p. 13 (act. 11), p. 15 (act. 14), p. 17 (act. 16), p. 39 (act. 9), p. 47 (act. 16), p. 61 (act. 4), p. 73 (act. 16), p. 75 (act. 19), p. 99 (act. 14), p. 131 (act. 16)
<b>ELD.K12.ELL.SI.1</b>	English language learners communicate for social and instructional purposes within the school setting.	<b>SE:</b> pp. 26-27 (Projet final), p. 39 (act. 8d), p. 41 (act. 11c), pp. 54-55 (Projet final), pp. 82-83 (Projet final), p. 127 (act. 13), pp. 138-139 (Projet final), pp. 166-167 (Projet final)