

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.			Proclamation 2017
Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(i) ask questions about everyday life in spoken conversation	<i>Reprise Structures</i> feature pp. 7, 12-13 <i>Contextes</i> section, <i>Communication</i> feature pp. 20, 34, 56, 70, 92, 106, 128, 142, 164, 178, 200, 216, 238, 252, 274, 290 <i>Roman-photo</i> section, post-viewing pair and group activities pp. 23, 37, 59, 73, 95, 109, 131, 145, 167, 181, 203, 219, 241, 255, 277, 293 <i>Culture</i> section, final pair and group activities pp. 39, 61, 75, 97, 111, 133, 147, 169, 183, 205, 221, 257, 295 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard
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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) interact in spoken conversation using culturally appropriate register	<i>Culture</i> section, <i>Activités</i> and <i>Sur Internet</i> features pp. 8-9, 24-25, 38-39, 60-61, 74-75, 96-97, 110-111, 132-133, 146-147, 168-169, 182-183, 204-205, 220-221, 242-243, 256-257, 278-279, 294-295 <i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 50, 86, 122, 158, 194, 232, 268, 306 <i>Savoir-faire</i> section, <i>Panorama</i> feature (<i>Sur internet</i> activities) pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iii) interact in spoken conversation using culturally appropriate gestures	<i>Culture</i> section, <i>Activités</i> , <i>Flash culture</i> , and <i>Sur Internet</i> features pp. 8-9, 24-25, 38-39, 60-61, 74-75, 96-97, 110-111, 132-133, 146-147, 168-169, 182-183, 204-205, 220-221, 242-243, 256-257, 278-279, 294-295; video DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iv) react in spoken conversation using culturally appropriate expressions	<i>Culture</i> section, <i>Le français quotidien</i> , <i>Activités</i> , <i>Flash culture</i> , and <i>Sur Internet</i> features pp. 8-9, 24-25, 38-39, 60-61, 74-75, 96-97, 110-111, 132-133, 146-147, 168-169, 182-183, 204-205, 220-221, 242-243, 256-257, 278-279, 294-295; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Panorama</i> feature (<i>Sur internet</i> activities) pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(v) react in spoken conversation using culturally appropriate register	<i>Culture</i> section, <i>Activités</i> , <i>Flash culture</i> , and <i>Sur Internet</i> features pp. 8-9, 24-25, 38-39, 60-61, 74-75, 96-97, 110-111, 132-133, 146-147, 168-169, 182-183, 204-205, 220-221, 242-243, 256-257, 278-279, 294-295; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Panorama</i> feature (<i>Sur internet</i> activities) pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(vi) react in spoken conversation using culturally appropriate gestures	<i>Culture</i> section, <i>Activités</i> , <i>Flash culture</i> , and <i>Sur Internet</i> features pp. 8-9, 24-25, 38-39, 60-61, 74-75, 96-97, 110-111, 132-133, 146-147, 168-169, 182-183, 204-205, 220-221, 242-243, 256-257, 278-279, 294-295; video DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(i) interact in writing using culturally appropriate expressions	<i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Flash culture</i> feature pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Coup de main</i> feature pp. 24, 38, 56, 74, 96, 127, 132, 182, 204, 278
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(ii) interact in writing using culturally appropriate register	<i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; video DVD/ <i>Supersite</i> <i>Flash culture</i> feature, <i>Savoir-faire</i> section pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Coup de main</i> feature pp. 24, 38, 56, 74, 96, 127, 132, 182, 204, 278
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iii) interact in writing using culturally appropriate style	<i>Le Zapping</i> feature, <i>Synthèse</i> section pp. 31, 67, 103, 139, 175, 211, 249, 285; video DVD/ <i>Supersite</i> <i>Flash culture</i> feature, <i>Savoir-faire</i> section pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Coup de main</i> feature pp. 24, 38, 56, 74, 96, 127, 132, 182, 204, 278

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iv) react in writing using culturally appropriate expressions	<i>Le Zapping</i> feature, <i>Synthèse</i> section pp. 31, 67, 103, 139, 175, 211, 249, 285; video DVD/ <i>Supersite</i> <i>Flash culture</i> feature, <i>Savoir-faire</i> section pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Coup de main</i> feature pp. 24, 38, 56, 74, 96, 127, 132, 182, 204, 278
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(v) react in writing using culturally appropriate register	<i>Le Zapping</i> feature, <i>Synthèse</i> section pp. 31, 67, 103, 139, 175, 211, 249, 285; video DVD/ <i>Supersite</i> <i>Flash culture</i> feature, <i>Savoir-faire</i> section pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Coup de main</i> feature pp. 24, 38, 56, 74, 96, 127, 132, 182, 204, 278
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(vi) react in writing using culturally appropriate style	<i>Le Zapping</i> feature, <i>Synthèse</i> section pp. 31, 67, 103, 139, 175, 211, 249, 285; video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Coup de main</i> feature pp. 24, 38, 56, 74, 96, 127, 132, 182, 204, 278

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(i) demonstrate an understanding of culturally authentic print materials in everyday contexts	<i>Savoir-faire</i> section, <i>Lecture</i> feature (Après la lecture activities) pp. 48, 84, 120, 156, 192, 230, 266, 304
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts	<i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; activities and video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Flash culture</i> feature pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts	<i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; activities and video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Flash culture</i> feature pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts	<i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; activities and video DVD/ <i>Supersite</i> <i>Savoir-faire</i> section, <i>Flash culture</i> feature pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(i) identify the main idea from fiction texts	<i>Savoir-faire</i> section, <i>Lecture</i> feature (Après la lecture activities) pp. 48, 84, 120, 156, 192, 230, 266, 304 <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; activities and video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ii) identify the main idea from nonfiction texts	<i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Culture</i> section pp. 8-9, 24-25, 38-39, 60-61, 74-75, 96-97, 110-111, 132-133, 146-147, 168-169, 182-183, 204-205, 220-221, 242-243, 256-257, 278-279, 294-295

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iii) identify the main idea from audio materials	<i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 45, 81, 117, 153, 189, 227, 263, 301; CD/ <i>Supersite</i> MP3 <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; activities and video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iv) identify the main idea from audiovisual materials	<i>Roman-photo</i> section, including activities pp. 22-23, 36-37, 58-59, 72-73, 94-95, 108-109, 130-131, 144-145, 166-167, 180-181, 202-203, 218-219, 240-241, 254-255, 276-277, 292-293; DVD/ <i>Supersite</i> video and activities <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; activities and video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(v) identify the theme from fiction texts	<i>Savoir-faire</i> section, <i>Lecture</i> feature (Après la lecture activities) pp. 48, 84, 120, 156, 192, 230, 266, 304

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vi) identify the theme from nonfiction texts	<i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Culture</i> section pp. 8-9, 24-25, 38-39, 60-61, 74-75, 96-97, 110-111, 132-133, 146-147, 168-169, 182-183, 204-205, 220-221, 242-243, 256-257, 278-279, 294-295
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vii) identify the theme from audio materials	<i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 45, 81, 117, 153, 189, 227, 263, 301; CD/ <i>Supersite</i> MP3 <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> video and activities
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(viii) identify the theme from audiovisual materials	<i>Roman-photo</i> section, including activities pp. 22-23, 36-37, 58-59, 72-73, 94-95, 108-109, 130-131, 144-145, 166-167, 180-181, 202-203, 218-219, 240-241, 254-255, 276-277, 292-293; DVD/ <i>Supersite</i> video and activities <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> video and activities

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ix) identify the supporting details from fiction texts	<i>Savoir-faire</i> section, <i>Lecture</i> feature (Après la lecture activities) pp. 48, 84, 120, 156, 192, 230, 266, 304
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(x) identify the supporting details from nonfiction texts	<i>Savoir-faire</i> section, <i>Panorama</i> feature pp. 46-47, 82-83, 118-119, 154-155, 190-191, 228-229, 264-265, 302-303 <i>Culture</i> section pp. 8-9, 24-25, 38-39, 60-61, 74-75, 96-97, 110-111, 132-133, 146-147, 168-169, 182-183, 204-205, 220-221, 242-243, 256-257, 278-279, 294-295
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xi) identify the supporting details from audio materials	<i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 45, 81, 117, 153, 189, 227, 263, 301; CD/ <i>Supersite</i> MP3 <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> , video and activities

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xii) identify the supporting details from audiovisual materials	<i>Roman-photo</i> section, including activities pp. 22-23, 36-37, 58-59, 72-73, 94-95, 108-109, 130-131, 144-145, 166-167, 180-181, 202-203, 218-219, 240-241, 254-255, 276-277, 292-293; DVD/ <i>Supersite</i> video and activities <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> , video and activities <i>Savoir-faire</i> section, <i>Flash culture</i> feature pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(i) infer meaning of unfamiliar words or phrases in highly contextualized texts	<i>Roman-photo</i> section, including activities pp. 22-23, 36-37, 58-59, 72-73, 94-95, 108-109, 130-131, 144-145, 166-167, 180-181, 202-203, 218-219, 240-241, 254-255, 276-277, 292-293; DVD/ <i>Supersite</i> video and activities <i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 45, 81, 117, 153, 189, 227, 263, 301; CD/ <i>Supersite</i> MP3 <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> , video and activities <i>Savoir-faire</i> section, <i>Flash culture</i> feature pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials	<i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> , video and activities <i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 45, 81, 117, 153, 189, 227, 263, 301; CD/ <i>Supersite</i> MP3

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials	<i>Roman-photo</i> section, including activities pp. 22-23, 36-37, 58-59, 72-73, 94-95, 108-109, 130-131, 144-145, 166-167, 180-181, 202-203, 218-219, 240-241, 254-255, 276-277, 292-293; DVD/ <i>Supersite</i> video and activities <i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> video and activities
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(i) identify cultural practices from authentic print materials	<i>Lecture</i> feature, <i>Savoir-faire</i> section (Après la lecture activities) pp. 48, 84, 120, 156, 192, 230, 266, 304
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) identify cultural practices from authentic digital materials	<i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> video and activities <i>Savoir-faire</i> section, <i>Flash culture</i> feature pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i>

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) identify cultural practices from authentic audio materials	<i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> video and activities <i>Savoir-faire</i> section, <i>Flash culture</i> feature pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i>
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) identify cultural practices from authentic audiovisual materials	<i>Le Zapping</i> feature, <i>Synthèse</i> section pp. 31, 67, 103, 139, 175, 211, 249, 285; <i>Supersite</i> video and activities <i>Flash culture</i> feature, <i>Savoir-faire</i> section pp.24, 60, 96, 132, 168, 204, 242, 278; video DVD/ <i>Supersite</i>
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(i) express an opinion or preference orally with supporting statements	<i>Contextes</i> section, <i>Communication</i> feature pp. 20, 34, 56, 70, 92, 106, 128, 142, 164, 178, 200, 216, 238, 252, 274, 290; <i>Supersite</i> <i>Roman-photo</i> section, post-viewing pair and group activities pp. 23, 37, 59, 73, 95, 109, 131, 145, 167, 181, 203, 219, 241, 255, 277, 293 <i>Synthèse</i> section, <i>Révision</i> and <i>Le Zapping</i> features pair and group activities pp. 30-31, 44, 66-67, 80, 102-103, 116, 138-139, 152, 174-175, 188, 210-211, 226, 248-249, 262, 284-285, 300 <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(ii) express an opinion or preference in writing with supporting statements	<i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 50, 86, 122, 158, 194, 232, 268, 306 <i>Synthèse</i> section, <i>Révision</i> feature pp. 30, 44, 66, 80, 102, 116, 138, 152, 174, 188, 210, 226, 248, 262, 284, 300 <i>Supersite</i> Write-Submit activities
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(iii) support an opinion or preference orally with supporting statements	<i>Contextes</i> section, <i>Communication</i> feature pp. 20, 34, 56, 70, 92, 106, 128, 142, 164, 178, 200, 216, 238, 252, 274, 290; <i>Supersite</i> <i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(iv) support an opinion or preference in writing with supporting statements	<i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 50, 86, 122, 158, 194, 232, 268, 306 <i>Synthèse</i> section, <i>Révision</i> feature pp. 30, 44, 66, 80, 102, 116, 138, 152, 174, 188, 210, 226, 248, 262, 284, 300 <i>Supersite</i> Write-Submit activities

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(i) describe people orally using a series of sequenced sentences with essential details	<i>Contextes</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 91-92, 105-106, 199-200, 215-216, 273-274, <i>Structures</i> section, (expanding skill) <i>Mise en pratique</i> and <i>Communication</i> features pp. 2-3, 4-7, 10-13, 14-16, 26-27, 28-29, 40-41, 42-43, 62-63, 64-65, 76-77, 78-79, 98-99, 100-101, 112-113, 114-115, 134-135, 136-137, 148-149, 150-151, 170-171, 172-173, 184-185, 186-187, 206-207, 208-209, 222-223, 224-225, 244-245, 246-247, 258-259, 260-261, 280-281, 282-283, 296-297, 298-299; <i>Supersite Synthèse</i> section, <i>Révision</i> feature pp. 102, 116, 210, 226, 284 <i>Supersite</i> Record-Submit activities
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(ii) describe objects orally using a series of sequenced sentences with essential details	<i>Contextes</i> section, <i>Communication</i> feature pp. 20, 34, 56, 70, 92, 106, 128, 142, 164, 178, 200, 216, 238, 252, 274, 290; <i>Supersite Structures</i> section, (expanding skill) <i>Mise en pratique</i> and <i>Communication</i> features pp. 2-3, 4-7, 10-13, 14-16, 26-27, 28-29, 40-41, 42-43, 62-63, 64-65, 76-77, 78-79, 98-99, 100-101, 112-113, 114-115, 134-135, 136-137, 148-149, 150-151, 170-171, 172-173, 184-185, 186-187, 206-207, 208-209, 222-223, 224-225, 244-245, 246-247, 258-259, 260-261, 280-281, 282-283, 296-297, 298-299; <i>Supersite Synthèse</i> section, <i>Révision</i> feature pp. 30, 44, 66, 80, 102, 116, 138, 152, 174, 188, 210, 226, 248, 262, 284, 300 <i>Supersite</i> Record-Submit activities
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(iii) describe situations orally using a series of sequenced sentences with essential details	<i>Contextes</i> section, <i>Communication</i> feature pp. 20, 34, 56, 70, 92, 106, 128, 142, 164, 178, 200, 216, 238, 252, 274, 290; <i>Supersite Structures</i> section, (expanding skill) <i>Mise en pratique</i> and <i>Communication</i> features pp. 2-3, 4-7, 10-13, 14-16, 26-27, 28-29, 40-41, 42-43, 62-63, 64-65, 76-77, 78-79, 98-99, 100-101, 112-113, 114-115, 134-135, 136-137, 148-149, 150-151, 170-171, 172-173, 184-185, 186-187, 206-207, 208-209, 222-223, 224-225, 244-245, 246-247, 258-259, 260-261, 280-281, 282-283, 296-297, 298-299; <i>Supersite Synthèse</i> section, <i>Révision</i> feature pp. 30, 44, 66, 80, 102, 116, 138, 152, 174, 188, 210, 226, 248, 262, 284, 300 <i>Supersite</i> Record-Submit activities

Knowledge and Skill	Student Expectation	Breakout	D'ACCORD! 2 TEXAS CORRELATIONS
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(iv) describe people in writing using a series of sequenced sentences with simple elaboration	<i>Structures</i> section, (expanding skill) <i>Mise en pratique</i> and <i>Communication</i> features pp. 2-3, 4-7, 10-13, 14-16, 26-27, 28-29, 40-41, 42-43, 62-63, 64-65, 76-77, 78-79, 98-99, 100-101, 112-113, 114-115, 134-135, 136-137, 148-149, 150-151, 170-171, 172-173, 184-185, 186-187, 206-207, 208-209, 222-223, 224-225, 244-245, 246-247, 258-259, 260-261, 280-281, 282-283, 296-297, 298-299; <i>Supersite Synthèse</i> section, <i>Révision</i> feature pp. 30, 44, 66, 80, 102, 116, 138, 152, 174, 188, 210, 226, 248, 262, 284, 300
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(v) describe objects in writing using a series of sequenced sentences with simple elaboration	<i>Structures</i> section, (expanding skill) <i>Mise en pratique</i> and <i>Communication</i> features pp. 2-3, 4-7, 10-13, 14-16, 26-27, 28-29, 40-41, 42-43, 62-63, 64-65, 76-77, 78-79, 98-99, 100-101, 112-113, 114-115, 134-135, 136-137, 148-149, 150-151, 170-171, 172-173, 184-185, 186-187, 206-207, 208-209, 222-223, 224-225, 244-245, 246-247, 258-259, 260-261, 280-281, 282-283, 296-297, 298-299; <i>Supersite Synthèse</i> section, <i>Révision</i> feature pp. 30, 44, 66, 80, 102, 116, 138, 152, 174, 188, 210, 226, 248, 262, 284, 300 <i>Supersite</i> Write-Submit activities
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(vi) describe situations in writing using a series of sequenced sentences with simple elaboration	<i>Structures</i> section, (expanding skill) <i>Mise en pratique</i> and <i>Communication</i> features pp. 2-3, 4-7, 10-13, 14-16, 26-27, 28-29, 40-41, 42-43, 62-63, 64-65, 76-77, 78-79, 98-99, 100-101, 112-113, 114-115, 134-135, 136-137, 148-149, 150-151, 170-171, 172-173, 184-185, 186-187, 206-207, 208-209, 222-223, 224-225, 244-245, 246-247, 258-259, 260-261, 280-281, 282-283, 296-297, 298-299; <i>Supersite Synthèse</i> section, <i>Révision</i> feature pp. 30, 44, 66, 80, 102, 116, 138, 152, 174, 188, 210, 226, 248, 262, 284, 300 <i>Savoir-faire</i> section, <i>Lecture</i> feature (Après la lecture activities) pp. 48, 84, 120, 156, 192, 230, 266, 304 <i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 50, 86, 122, 158, 194, 232, 268, 306 <i>Supersite</i> Write-Submit activities