

| §114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.  |   |  | Proclamation 2017   |
|--|---|--|---|
| Knowledge and Skill  | Student Expectation   | Breakout   | D'ACCORD! 1A 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 words and phrases and some simple 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 in spoken and                      | (i) ask questions about everyday life in spoken conversation   | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Culture</i> section, final pair and group activities pp. 9, 115, 141</p> <p><i>Synthèse</i> section, <i>Révision</i> and <i>À l'écoute</i> features pp. 18, 36, 37, 62, 80, 81, 106, 124, 150, 168, 169</p> <p><i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 172-173</p> <p><i>Synthèse</i> section, <i>Le Zapping</i> feature, pair and group activities pp. 63-151</p> <p><i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard</p> <p><i>Supersite</i> Record-Submit activities</p> |
| (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 words and phrases and some simple 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 in spoken and written conversation | (ii) ask questions about everyday life in written conversation | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154</p> <p><i>Unité</i> opener <i>Pour commencer</i> pp. 1, 45, 89, 133</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-13, 14-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p>  |

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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 words and phrases and some simple 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 in spoken and written conversation | (iii) respond to questions about everyday life in spoken conversation | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Culture</i> section, final pair and group activities pp. 9, 115, 141</p> <p><i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-13, 14-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p> <p><i>Synthèse</i> section, <i>Révision</i> and <i>À l'écoute</i> features pp. 18, 36, 37, 62, 80, 81, 106, 124, 150, 168, 169</p> <p><i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 172-173</p> <p><i>Synthèse</i> section, <i>Le Zapping</i> feature, pair and group activities pp. 63-151</p> <p><i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard activities</p> <p><i>Supersite</i> Record-Submit activities</p> |

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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 words and phrases and some simple 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 in spoken and written conversation      | (iv) respond to questions about everyday life in written conversation | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-13, 14-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p> <p><i>Supersite</i> Write-Submit activities</p>                 |
| (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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) express and exchange personal opinions or preferences in spoken and written conversation | (i) express personal opinions or preferences in spoken conversation   | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 48, 66, 92, 110, 136, 154</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 51</p> <p><i>Structures</i> section, <i>Communication</i> feature pp. 29-35, 54-61, 61, 142-149, 160-167</p> <p><i>Synthèse</i> section, <i>Le Zapping</i> feature, pair and group activities pp. 107, 151</p> <p><i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard</p> |

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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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) express and exchange personal opinions or preferences in spoken and written conversation | (ii) express personal opinions or preferences in written conversation  | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 66, 110, 136,, 154</p> <p><i>Culture</i> section, pair and group activities p. 141</p> <p><i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p> <p><i>Synthèse</i> section, <i>Révision</i>, and <i>À l'écoute</i> features pair and group activities pp. 36, 168</p> <p><i>Savoir-Faire</i> section, <i>Lecture</i> feature (<i>Après la lecture</i> activities) pp. 104-105</p> <p><i>Supersite</i> Write-Submit activities</p> |
| (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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | B) express and exchange personal opinions or preferences in spoken and written conversation  | (iii) exchange personal opinions or preferences in spoken conversation | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Structures</i> section, <i>Communication</i> feature pp. 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p> <p><i>Synthèse</i> section, <i>Révision</i>, <i>Le Zapping</i> and <i>À l'écoute</i> features, pair and group activities pp. 107, 151</p> <p><i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard</p>                                       |

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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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (C) ask and tell others what they need to, should, or must do in spoken and written conversation | (i) ask others what they need to, should, or must do in spoken conversation   | <i>Contextes</i> section, <i>Communication</i> feature p. 66<br><i>Structures</i> section, <i>Communication</i> feature p. 73, 75<br><i>Synthèse</i> section, <i>Révision</i> feature p. 80<br><i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard |
| (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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (C) ask and tell others what they need to, should, or must do in spoken and written conversation | (ii) ask others what they need to, should, or must do in written conversation | <i>Contextes</i> section, <i>Communication</i> feature p. 66<br><i>Structures</i> section, <i>Communication</i> feature p. 73, 75<br><i>Supersite</i> Write-Submit activities   |

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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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (C) ask and tell others what they need to, should, or must do in spoken and written conversation        | (iv) tell others what they need to, should, or must do in written conversation              | <i>Contextes</i> section, <i>Communication</i> feature p. 66<br><i>Structures</i> section, <i>Communication</i> feature p. 73, 75<br><i>Supersite</i> Write-Submit activities   |
| (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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation | (i) articulate requests, offer alternatives, or develop simple plans in spoken conversation | <i>Unité</i> opener, <i>Pour commencer</i> pp. 133<br><i>Contextes</i> section, <i>Communication</i> feature pp. 154<br><i>Roman-photo</i> section, post-viewing pair and group activities pp. 157<br><i>Structures</i> section, <i>Communication</i> feature pp. 160-167<br><i>Synthèse</i> section, <i>Révision</i> , <i>Le Zapping</i> , and <i>À l'écoute</i> features pp. 151, 168, 169<br><i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 172-173<br><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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) participate in spoken conversation using culturally appropriate expressions, register, and gestures | (i) participate in spoken conversation using culturally appropriate expressions               | <i>Culture</i> section, final pair and group activities pp. 9, 27, 53, 71, 97, 115, 141, 159<br><i>Supersite</i> Record-Submit activities   |
| (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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) participate in spoken conversation using culturally appropriate expressions, register, and gestures | (ii) participate in spoken conversation using culturally appropriate register                 | <i>Culture</i> section, final pair and group activities pp. 9, 27, 53, 71, 97, 115, 141, 159<br><i>Supersite</i> Record-Submit activities   |

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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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (E) participate in spoken conversation using culturally appropriate expressions, register, and gestures | (iii) participate in spoken conversation using culturally appropriate gestures   | <i>Culture</i> section, final pair and group activity p. 9   |
| (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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (F) participate in written conversation using culturally appropriate expressions, register, and style   | (i) participate in written conversation using culturally appropriate expressions | <i>Culture</i> section pp. 9, 27, 53, 71, 97, 115, 141, 159<br><i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 42, 86, 130, 174<br><i>Savoir-faire</i> section, <i>Panorama</i> feature ( <i>Sur Internet</i> activities) pp. 39, 83, 127, 171<br><i>Supersite</i> Write-Submit activities                                  |
| (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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (F) participate in written conversation using culturally appropriate expressions, register, and style   | (ii) participate in written conversation using culturally appropriate register   | <i>Culture</i> section, final pair and group activities pp. 9, 27, 53, 71, 97, 115, 141, 159<br><i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 42, 86, 130, 174<br><i>Savoir-faire</i> section, <i>Panorama</i> feature ( <i>Sur Internet</i> activities) pp. 39, 83, 127, 171<br><i>Supersite</i> Write-Submit activities |



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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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:                              | (F) participate in written conversation using culturally appropriate expressions, register, and style                          | (iii) participate in written conversation using culturally appropriate style                     | <i>Culture</i> section, final pair and group activities pp. 9, 27, 53, 71, 97, 115, 141, 159<br><i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 42, 86, 130, 174<br><i>Savoir-faire</i> section, <i>Panorama</i> feature ( <i>Sur Internet</i> activities) pp. 39, 83, 127, 171<br><i>Supersite</i> Write-Submit activities |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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>Culture</i> section pp. 96-97, 114-115, 140-141, 158-159  |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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. 19, 63, 107, 151<br><i>Culture</i> section, <i>Flash culture</i> feature pp. 8, 52, 96, 158;<br><i>Supersite</i> and DVD  |

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| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 activity pp. 19, 63, 107, 151<br><i>Culture</i> section, <i>Flash culture</i> feature pp. 8, 52, 96, 158;<br><i>Supersite</i>   |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 activity pp. 19, 63, 107, 151<br><i>Culture</i> section, <i>Flash culture</i> feature pp. 8, 52, 96, 158;<br><i>Supersite</i>   |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 key words and details from fiction and nonfiction texts and audio and audiovisual materials                       | (i) identify key words from fiction texts  | <i>Roman-photo</i> section, pp. 6-7, 24-25, 50-51, 68-69, 94-95, 112-113, 138-139, 156-157<br><i>Synthèse</i> section, <i>Le Zapping</i> feature activity pp. 19, 63, 107, 151<br><i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 40-41, 84-85, 128-129, 172-173 |

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| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 key words and details from fiction and nonfiction texts and audio and audiovisual materials | (iii) identify key words from audio materials       | <i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 37, 81, 125, 169, <i>Supersite</i> MP3<br><i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 19, 63, 107, 151 <i>Supersite</i> video<br><i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 40-41, 84-85, 128-129, 172-173; <i>Supersite</i> MP3 |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 key words and details from fiction and nonfiction texts and audio and audiovisual materials | (iv) identify key words from audio visual materials | <i>Roman-photo</i> section pp. 6-7, 24-25, 50-51, 68-69, 94-95, 112-113, 138-139, 156-157; <i>Supersite</i> video<br><i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 19, 63, 107, 151; <i>Supersite</i> video  |

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| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 key words and details from fiction and nonfiction texts and audio and audiovisual materials | (vi) identify key details from nonfiction texts | <i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97(begin all French here and forward), 114-115, 140-141, 158-159  |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 key words and details from fiction and nonfiction texts and audio and audiovisual materials | (vii) identify key details from audio materials | <i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 37, 81, 125, 169<br><i>Roman-photo</i> section, including activities pp. 6-7, 24-25, 50-51, 68-69, 94-95, 112-113, 138-139, 156-157; DVD/ <i>Supersite</i> video and activities<br><i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 19, 63, 107, 151 |

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|---|---|--|---|
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 key words and details from fiction and nonfiction texts and audio and audiovisual materials          | (viii) identify key details from audiovisual materials                                     | <i>Roman-photo</i> section, including activities pp. 6-7, 24-25, 50-51, 68-69, 94-95, 112-113, 138-139, 156-157; DVD/ <i>Supersite</i> video and activities<br><i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 19, 63, 107, 151                                      |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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>Synthèse</i> section, <i>Le Zapping</i> feature pp. 19, 63, 107, 151<br><i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97(begin all French here and forward), 114-115, 140-141, 158-159<br><i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 84, 128, 172 |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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. 19, 63, 107, 151<br><i>Synthèse</i> section, <i>À l'écoute</i> feature pp. 37, 81, 125, 169  |

| Knowledge and Skill   | Student Expectation   | Breakout  | D'ACCORD! 1A TEXAS CORRELATIONS  |
|---|---|---|--|
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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. 6-7, 24-25, 50-51, 68-69, 94-95, 112-113, 138-139, 156-157; DVD/ <i>Supersite</i> video and activities<br><i>Synthèse</i> section, <i>Le Zapping</i> feature pp. 19, 63, 107, 151 |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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>Savoir-faire</i> section, <i>Lecture</i> feature pp. 84, 128, 172   |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 activity pp. 19, 63, 107, 151; <i>Supersite</i><br><i>Flash culture</i> feature of <i>Culture</i> section pp. 8, 52, 96, 158; DVD/ <i>Supersite</i> video                           |

| Knowledge and Skill   | Student Expectation   | Breakout  | D'ACCORD! 1A TEXAS CORRELATIONS  |
|---|---|---|--|
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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. 19, 63, 107, 151; <i>Supersite</i><br><i>Culture</i> section, <i>Flash culture</i> feature pp. 8, 52, 96, 158; DVD/ <i>Supersite</i> video          |
| (2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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>Synthèse</i> section, <i>Le Zapping</i> feature activity pp. 19, 63, 107, 151; <i>Supersite</i><br><i>Culture</i> section, <i>Flash culture</i> feature pp. 8, 52, 96, 158; DVD/ <i>Supersite</i> video |

| Knowledge and Skill   | Student Expectation  | Breakout                                       | D'ACCORD! 1A TEXAS CORRELATIONS  |
|---|--|--|--|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (A) state and support an opinion or preference orally and in writing | (i) state an opinion or preference orally      | <i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154<br><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157<br><i>Structures</i> section, <i>Communication</i> feature pp. 29-35, 54-61, 61, 142-149, 160-167<br><i>Synthèse</i> section, <i>Révision</i> , <i>Le Zapping</i> and <i>À l'écoute</i> features, pair and group activities pp. 107, 151<br><i>Supersite</i> Record Submit activities |
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (A) state and support an opinion or preference orally and in writing | (ii) state an opinion or preference in writing | <i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 42, 86, 130, 174<br><i>Supersite</i> Write-Submit activities  |
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (A) state and support an opinion or preference orally and in writing | (iii) support an opinion or preference orally  | <i>Contextes</i> section, <i>Communication</i> feature pp. 5, 51, 142-145<br><i>Contextes</i> section pp. 2-5, 48-51, 94-97, 140-145; <i>Supersite</i><br><i>Prononciation</i> feature pp. 9, 55, 57, 103, 105, 151;<br>CD/ <i>Supersite</i> MP3<br><i>Supersite</i> Record-Submit activities  |



| Knowledge and Skill   | Student Expectation   | Breakout   | D'ACCORD! 1A TEXAS CORRELATIONS  |
|---|---|--|--|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (A) state and support an opinion or preference orally and in writing  | (iv) support an opinion or preference in writing                                   | <i>Savoir Faire</i> section, <i>Écriture</i> feature pp. 42, 86, 130, 176<br><i>Supersite</i> Write-Submit activities  |
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences | (i) describe people orally using a mixture of words, phrases, and simple sentences | <i>Unité opener Pour commencer</i> pp. 1, 45, 89, 133<br><i>Contextes</i> section pp. 2-4, 20-22, 46-48, 64-66, 90-92, 108-110, 134-136, 152-154; <i>Supersite</i><br><i>Culture</i> section pp. 8-9, 26-27, 52-53, 70-71, 96-97(begin all French here and forward), 114-115, 140-141, 158-159;<br><i>Supersite</i><br><i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-13, 14-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167<br><i>Synthèse</i> section, <i>Révision</i> feature pp. 18, 36, 62, 80, 106, 124, 150, 168<br><i>Flash culture</i> feature of <i>Culture</i> section pp. 8, 52, 96, 158;<br>DVD/ <i>Supersite</i> video |

| Knowledge and Skill   | Student Expectation   | Breakout  | D'ACCORD! 1A TEXAS CORRELATIONS   |
|---|---|---|---|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences | (ii) describe people in writing using a mixture of words, phrases, and simple sentences | <p><i>Contextes</i> section pp. 2-4, 20-22, 46-48, 64-66, 90-92, 108-110, 134-136, 152-154; <i>Supersite</i></p> <p><i>Structures</i> section, (expanding skill) <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-13, 14-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p> <p><i>Synthèse</i> section, (expanding skill) <i>Révision</i> feature pp. 18, 36, 62, 80, 106, 124, 150, 168</p> <p><i>Savoir-faire</i> section, <i>Écriture</i> feature pp. 42, 86, 130, 174</p> <p><i>Savoir-faire</i> section, <i>Panorama</i> feature (<i>Sur Internet</i> activities) pp. 39, 83, 127, 171</p>   |
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences | (iii) describe objects orally using a mixture of words, phrases, and simple sentences   | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Culture</i> section, final pair and group activities pp. 9, 115, 141</p> <p><i>Synthèse</i> section, <i>Révision</i> and <i>À l'écoute</i> features pp. 18, 36, 37, 62, 80, 81, 106, 124, 150, 168, 169</p> <p><i>Savoir-faire</i> section, <i>Lecture</i> feature pp. 172-173</p> <p><i>Synthèse</i> section, <i>Le Zapping</i> feature, pair and group activities pp. 63-151</p> <p><i>Supersite</i> Virtual Chat, Partner Chat and Voiceboard</p> <p><i>Supersite</i> Record-Submit activities</p> |

| Knowledge and Skill   | Student Expectation   | Breakout  | D'ACCORD! 1A TEXAS CORRELATIONS   |
|---|---|---|---|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences | (iv) describe objects in writing using a mixture of words, phrases, and simple sentences      | <p><i>Contextes</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 3-4, 21-22, 47-48, 65-66, 91-92, 109-110, 135-136, 153-154</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Structures</i> section, expanding skill <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-13, 14-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p> <p><i>Supersite</i> Write-Submit activities</p> |
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences | (v) describe simple situations orally using a mixture of words, phrases, and simple sentences | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154</p> <p><i>Unité</i> opener <i>Pour commencer</i> pp. 1, 45, 89, 133</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-13, 14-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p>  |

| Knowledge and Skill   | Student Expectation   | Breakout   | D'ACCORD! 1A TEXAS CORRELATIONS  |
|---|---|--|--|
| (3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: | (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences | (vi) describe simple situations in writing using a mixture of words, phrases, and simple sentences | <p><i>Contextes</i> section, <i>Communication</i> feature pp. 4, 22, 48, 66, 92, 110, 136, 154</p> <p><i>Roman-photo</i> section, post-viewing pair and group activities pp. 7, 25, 51, 69, 95, 113, 139, 157</p> <p><i>Structures</i> section, <i>Mise en pratique</i> and <i>Communication</i> features pp. 10-13, 14-17, 28-35, 54-61, 72-79, 98-105, 116-123, 142-149, 160-167</p> <p><i>Supersite</i> Write-Submit activities</p> |