



Dear Ladies and Gentlemen of the Textbook Commission:

We at EMC strive to meet and exceed all requirements as outlined in the TN criteria. We have taken the observations of Reviewer # 39 very seriously and have addressed each and every one of those concerns with new content on the pages cited and provided in the link below. This French program is compliant with national (ACTFL) standards and has been formally state adopted in AL, FL, GA, MS, NM, OK, SC, TX, and UT. With the requested changes made we believe it now also complies well with TN standards.

We would like to state that we have paid particular attention to the culture section, which is separated in two distinct criteria: wide variety of authentic, up-to-date visual images of the target culture, and accurate and current cultural content. We understand that the reviewer (# 39) has noted, in the original review, specific pages that contained inaccurate information: pp. XVI and 409 (for the visual images), and pp. 287 and 331 (for the accurate content). We did revise those pages per the reviewer's request. We are providing them anew for your perusal.

<http://bit.ly/tnemcteb>

Furthermore, we have made additional effort to go through the entire textbook and note any visual images or content that may be deemed as inaccurate or obsolete. As a result, we have made corrections on an additional five pages (see pages 12, 53, 85, 304, and 426)

Lastly, we would like to note that the reviewer's concerns that the book may not be up-to-date is very important to us, and we do feel that our content is solid and accurate. We would like to indicate that the reviewer admits that most of the content was accurate and up-to-date. It is a 2014 revision, and with our extra efforts, we do believe that we have satisfied the request to have authentic, accurate, and up-to-date content. **It is our intent that once approved, we shall go through a process of substituting our newest 2019 edition that was not yet available when the TN review process began.**

Executive Summary for *T'es branché?* Level 3 ©2014 for Section I

➤ Standard C3.2: Acquiring Information and Diverse Perspectives

b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.

Reviewer # 39 provided the following feedback statement: "None of the noted pages have activities in which the students have to compare how the same event is reported in the United States. "Teachers may need to ask," does not equate to inclusion in the student textbook."

EMC agrees with the reviewer that this standard was not explicitly included in the SE, therefore we have added content to meet the specific requirements of this particular standard.

(see revised pages 129 and 533)

➤ Standard C4.2: Language Comparisons

d) predict language origins based on awareness of cognates and linguistic similarities.

Reviewer # 39 provided the following feedback statement: "The noted pages in the SE do not ask students to predict language origins based on awareness of cognates and linguistic similarities. Although teachers may use information to ask students to predict origins of words, this is not an activity in the SE."

EMC agrees with the reviewer that this standard was not explicitly included in the SE, therefore we have added content to meet the specific requirements of this particular standard.

(see revised pages 8 and 51)

➤ Standard C4.1: Language Comparisons

e) investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.

Reviewer # 39 provided the following feedback statement: "Teachers asking students to speculate on the evolution over time does not equate to this standard being met or addressed in the SE, which is the sole basis for the review. The noted pages do not ask students to investigate cognates that have the same or different meanings among languages, nor do they ask students to speculate about the evolution of language over time."

EMC agrees with the reviewer that this standard was not explicitly included in the SE, therefore we have added content to meet the specific requirements of this particular pages.

(see revised pages 114 and 168)

➤ Culture

There is a wide variety of authentic, up-to-date visual images of the target culture.

Reviewer # 39 provided the following feedback statement: "Accessing online sources is not equivalent to having authentic, up-to-date visual images of the target language in the textbook. The 2019 edition, with which the publisher provided me a copy at the hearing, does contain up-to-date visual images as noted in the publisher's comments. However, the review must be based on the 2014 edition the publisher submitted initially for review."

EMC feels that asking students in a textbook activity to access online sources is a viable way to expose students to the most up-to-date content, considering students' world is increasingly digital. However, we have added content to provide additional authentic up-to-date visuals.

(see revised pp. 53, 304, and 426)

➤ Culture

The cultural content is accurate and current.

Reviewer # 39 provided the following feedback statement: "I agree that most of the cultural information in the 2014 Edition is still relevant. The 2019 edition, which, unfortunately, cannot be used for review, will rectify the updates needed in the reviewer's comments."

EMC feels that the fact that the reviewer notes that he or she agrees that "most of the cultural information in the 2014 Edition is still relevant" should fit the criteria that the culture content is accurate and current in this edition. However, we have added additional revised content to provide additional up-to-date content.

(see revised pp. 12, and 85)

We thank you for your review of this new material and we look forward to serving the students and teachers of Tennessee.

Respectfully,

A handwritten signature in cursive script that reads "Debbie R. Secrist". The signature is written in black ink and is positioned above the printed name.

Debbie R. Secrist

Vice President, EMC School