

**GLENCOE CORRELATION**  
**TRÉSORS DU TEMPS**  
**LOUISIANA**  
**Foreign Language Content Standards**  
**Benchmarks 9-12**

CONTENT STANDARDS	PAGE REFERENCES
<b>COMMUNICATION STRAND</b>	
<b>COMMUNICATION STANDARD 1</b>	
<b>Interpretive Mode</b>	
<b>Students understand and interpret spoken and written communication in the target language on a variety of topics.</b>	
CM-1-E1 demonstrating through appropriate responses an understanding of written and spoken language, as expressed by speakers of the target language in both formal and informal settings; (1)	SE: 166-168 (C-E), 232-233 (A-C), 234-236 (B-D) <i>La grammaire en direct</i> : 49, 251, 343 <i>Exprimez-vous</i> 136, 270
CM-1-E2 demonstrating comprehension of the main ideas and themes in selections from various literary genres and the arts; (1, 4)	SE: 63-65 (C-D), 127 (E), 130 (E), 136 (E), 165 (E), 201 (E), 233 (C), 266 (D), 306 (E)
CM-1-E3 identifying the main ideas and significant details of live and/or recorded discussions, lectures, films, or presentations on personal current or past experiences; (1, 4)	SE: <i>La grammaire en direct</i> 217, 315
CM-1-E4 identifying the main ideas from written or oral media, such as film, documentaries, and other presentations; (1, 4)	SE: 1-4 (E), 25-30, 53-58, 85-90, 119-123, 151-156 (D), 221-228 (E), 255-262, 289-295 (D), 319-326 (D)
CM-1-E5 understanding and applying information using mathematics, scheduling, weather or climate; (1, 3, 4)	SE: 306 (E 4-5), 334 (C 3) <i>Exprimez-vous</i> 299 (2), 303 (2)
CM-1-E6 demonstrating an understanding of the principal elements of nonfiction articles from newspapers, magazines, radio, television, or the Internet on topics of current and/or historical importance to members of the target cultures; (1, 3, 4)	The following references are to non-fiction articles contained in the textbook. SE: 22-23, 50-51, 182-183, 319-326, 344-345, 347-354 (D)
CM-1-E7 interpreting visual and auditory cues, such as gestures and intonation. (1)	The auditory cues referenced below use the subjunctive mode as a means of expressing doubt or uncertainty. SE: 70 (3)-72, 100 (B), 164 (B), 174 (B)-175 (Remarquez), 176 <i>Exprimez-vous</i> 36 (2), 130
<b>COMMUNICATION STANDARD 2</b>	
<b>Interpersonal Mode</b>	
<b>Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.</b>	
CM-2-E1 following and giving detailed instructions for participating in age-appropriate classroom and cultural activities; (1)	SE: <i>Exprimez-vous</i> 59, 356 <i>La grammaire en direct</i> 115

CONTENT STANDARDS	PAGE REFERENCES
CM-2-E2 requesting, acknowledging, and supplying clarification, assistance, permission, and directions in a variety of settings; (1, 5)	SE: <i>Exprimez-vous</i> 59, 130, 285
CM-2-E3 exchanging information about past, current, or future events in the target cultures or those being studied in another subject; (1, 3, 4)	SE: 104 (F), 192 (E), 219 (Discussion), 233 (C), 295 (E), 326 (E 1-2), 354 (D 3) <i>Exprimez-vous</i> 5, 156 (1), 263
CM-2-E4 sharing ideas about and personal reactions to a variety of sources, both live and recorded; (1, 4)	The references below cite student reaction to written materials (which could be read to students by the classroom instructor). SE: 36 (E), 104 (F), 165 (E), 299 (E), 306 (E) <i>Exprimez-vous</i> 165, 231, 233, 266, 326
CM-2-E5 describing issues and problems that are of concern to members of the native and target cultures; (1, 2, 3, 5)	SE: 8-10 (C), 124 (D 2), 156 (E 1-2) <i>Exprimez-vous</i> 91 (1), 192 (2), 198, 326 TAE: TT 91 Pr 134
CM-2-E6 negotiating the acquisition of goods, services, or information, according to changing circumstances; (1, 4)	SE: <i>Exprimez-vous</i> 10 TAE: AT 165
CM-2-E7 using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)	See Glencoe's <i>Bon Voyage! French 3</i> SE: 14-15, 65-66, 122-129, 168-169, 228-230, 279-280, 389-391 TWE: CM 331
CM-2-E8 exchanging, supporting, and discussing opinions on a variety of topics dealing with personal, contemporary, or historical issues. (1, 3, 5)	SE: 36 (E), 59 G (1-2), 91 (E 1), 231 (E), 263 (E), 295 (E), 354 (D) <i>Exprimez-vous</i> 326 TAE: Pr 158 AT 165
<b>COMMUNICATION STANDARD 3</b>	
<b>Presentational Mode</b>	
<b>Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode.</b>	
CM-3-E1 summarizing and presenting information based on personal experiences, a topic from the target cultures, or other subject areas; (1, 4)	SE: <i>La grammaire en direct</i> 315 <i>Exprimez-vous</i> 36 (2), 104 (2), 136, 299 (1), 334 (1), 367
CM-3-E2 producing information incorporating numbers, time, and weather; (1, 4)	SE: 16 (B), 107 (F), 136 (E 3), 263 (E) <i>Grammaire en direct</i> 81 <i>Discussion</i> 219 <i>Exprimez-vous</i> 299 (2) TAE: BP 3 (Teaching with Trésors du temps...Roman numerals)
CM-3-E3 writing and/or performing original stories, poems, short plays, or skits based on personal experiences or on themes from the target cultures; (1, 4)	SE: <i>Exprimez-vous</i> 36 (2), 59, 101 (2), 104 (1), 228, 306, 334 (2), 356 TAE: AT 66 (2) CL 130
CM-3-E4 performing scenes from plays and/or reciting poems or excerpts from short stories commonly read by speakers of the target language; (1)	SE: <i>Exprimez-vous</i> 101 (1), 104 (2), 136, 299 (1), 334 (1)

CONTENT STANDARDS	PAGE REFERENCES
CM-3-E5 writing a letter or an article for presentation or publication expressing opinions about an issue; (1, 3, 4, 5)	Teacher's Notes (blue pages) suggest that many oral assignments ( <i>Exprimez-vous</i> , <i>Analyse et opinion</i> ) be given to students as written homework assignments or written classroom activities.
CM-3-E6 preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities, events, goods, or services; (1, 2, 3, 4)	SE: <i>Exprimez-vous</i> 66 (1), 192 (2)
CM-3-E7 summarizing the main plot, main idea, and characters in a literary selection or documentary from the target cultures; (1, 4)	SE: 31 (E 1), 83 (Discussion 2), 127 (E1), 133 (E), 165 (E), 198 (E), 270 (E), 295 (E 1), 303 (E 2-3), 331 (D 2)
CM-3-E8 preparing and presenting orally and/or in writing information describing elements of the target cultures, including literary genres, fine arts, and film. (1, 3, 4)	SE: <i>Exprimez-vous</i> 31 (3), 156 (2) <i>La grammaire en direct</i> 115, 315 <i>Discussion</i> 253 (4), 287 (4)
<b>CULTURES STRAND</b>	
<b>CULTURES STANDARD 1</b>	
<b>Practices</b>	
<b>Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures.</b>	
CL-1-E1 using appropriate verbal and nonverbal behaviors reflecting formal and informal situations; (1)	SE: 43 (B Remarquez), 108 (G 2 Remarquez), 110 (B 2 Remarquez), 239, 240 (4), 245 (Remarquez aussi), 274-275 (A-B), 278 (9.7)
CL-1-E2 describing and evaluating commonly held generalizations about the target cultures; (1, 2, 3)	SE: 10 (C), 228 (E 2), 263 (E 1-3), 266 (D 4), 295 (E 1-2) <i>Discussion</i> 51, 317 (1), 345 (2-3)
CL-1-E3 identifying, organizing, and/or participating in cultural practices such as games, sports, and entertainment; (1, 5)	SE: 50-51
CL-1-E4 identifying and explaining significant factors (historical, geographic, economic, political) that impact cultural practices; (4)	SE: 59 (G 3), 228 (E 2), 231 (E), 295 (E 3), 326 (E 1), 344-345, 367 (D 1) <i>Exprimez-vous</i> 354 TAE: DYK 85, 261
CL-1-E5 integrating culturally embedded words, phrases, and idioms in everyday communication; (1)	SE: 11-20 (E), 59 (G 3), 142 (A)-144 (A), 146 (F)-147 (1), 214 (E) <i>Discussion</i> 345 (2) TAE: DYK 58
CL-1-E6 describing social customs related to religion, school, government, family life, folklore, and holidays; (3, 4, 5)	SE: 10 (C), 136 (E 3), 260-261, 367 (D 1) <i>La grammaire en direct</i> 49 <i>Discussion</i> 51 <i>Exprimez-vous</i> 263 (2) TAE: AT 165 Pr 232 DYK 261
CL-1-E7 comparing and contrasting cultural practices, expressions, and social customs among same-language cultures; (4)	SE: 6-10 (B), 55-56, 350 (La décolonisation), 356 (Une littérature francophone) <i>Discussion</i> 317 (3)

CONTENT STANDARDS	PAGE REFERENCES
<b>CULTURES STANDARD 2</b>	
<b>Products</b>	
<b>Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.</b>	
CL-2-E1 identifying, describing, and/or producing symbols and products typical of the target cultures; (1, 3)	SE: 22-23, 29 (La fleur de lis...), 50-51, 82-83, 87, 228 (E 2 – see Teacher’s note), 266 (insert), 326 (insert), 342 (insert), 347 (insert)
CL-2-E2 discussing the expressive products of the target cultures, including visual arts, architecture, literature, dance, and music; (1, 4)	SE: 198 (E) <i>Discussion</i> 51, 117, 149, 183, 253, 345 <i>Exprimez-vous</i> 354
CL-2-E3 summarizing the effects of the target cultures = contributions/products on other societies. (1, 4)	SE: 59 (G 2-3), 82-83, 324 (Grand progrès....), 352 (La France, première...), 356 (Une littérature francophone) TAE: E 10 DYK 58 AC 326
<b>CONNECTIONS STRAND</b>	
<b>CONNECTIONS STANDARD 1</b>	
<b>Reinforcement</b>	
<b>Students reinforce and further their knowledge of other disciplines through the second language.</b>	
CN-1-E1 locating information using a variety of sources in the target language about a topic studied in other school subjects, using reading and/or listening skills; (1, 4)	SE: 32-33, 60-62, 88-89, 131-132, 291-293, 347-349 <i>Exprimez-vous</i> 5 (2)
CN-1-E2 discussing topics from other school subjects in the target language; (1, 4)	SE: 91 (E 1), 116-117, 182-183, 192 (E 1), 368-369 <i>Exprimez-vous</i> 263 (2)
CN-1-E3 combining information from other school subjects with information available in the second language in order to complete activities in the second language classroom. (1, 4)	SE: <i>Exprimez-vous</i> 299 (2-3)
<b>CONNECTIONS STANDARD 2</b>	
<b>Acquisition</b>	
<b>Students acquire information and recognize the distinctive viewpoints that are only available through the second language and its cultures.</b>	
CN-2-E1 comparing information found in authentic materials in both the native and target languages on topics of personal interest. (4)	SE: 65 (E 1), 104 (F 2) <i>Exprimez-vous</i> 5 (2), 31 (3), 91 (1), 192 (2), 326 <i>La grammaire en direct</i> 115
<b>COMPARISONS STRAND</b>	
<b>COMPARISONS STANDARD 1</b>	
<b>Nature of Language</b>	
<b>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own language.</b>	
CP-1-E1 describing grammatical elements of the target language and comparing them with grammatical elements in the native language; (1, 3, 4)	SE: 59 (G 3), 72 (Top left), 74 (Top left), 241 (G), 309 TAE: DYK 58

CONTENT STANDARDS	PAGE REFERENCES
CP-1-E2 using cognates and false cognates appropriately; (1, 4)	SE: 59 (G 3), 139 (C*), 185 (**) TAE: DYK 58
CP-1-E3 comparing meanings of words, idioms, and/or vocal inflections of the target and native languages; (1, 4)	SE: 12 (B 1)-13 (2), 16 (B)-17 (4), 69 (Récapitulation des usages....), 72, 133 (E 2), 142-144, 328 (**Gavroche:) TAE: DYK 58 Pr 60 (1-2)
CP-1-E4 comparing formal and informal expressions of the native and target languages; (1, 2, 5)	SE: 43 (B Remarquez), 45 (* tenir:), 46 (2.8), 207 (A, *), 245 (Remarquez aussi), 237 (A *de ou des)
CP-1-E5 comparing and contrasting the writing and sound systems of the target and native languages; (1, 3, 4)	SE: 11 (B), 38 (1-3), 39 (4), 157-158, 239-241, 298 (LA POÉSIE), 309 (10.2), 333 (LA POÉSIE)
CP-1-E6 using and comparing the structural patterns of the target and native languages; (1)	SE: 18-21, 71 (4), 147, 173-179, 211 (A)-212 (B)
CP-1-E7 expressing ideas in a variety of ways. (1, 2)	SE: 214 (F), 215 (G), 245, 250 (F), 309, 315 (F), 339 (F)
<b>COMPARISONS STANDARD 2</b> <b>Concept of Culture</b> <b>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own culture.</b>	
CP-2-E1 identifying and comparing perspectives and practices of the target culture with those of the native culture; (1, 4, 5)	SE: 65 (E 1), 91 (E 4), 104 (F 2), 136 (E 3), 192 (E 1), 295 (E 3), 367 (D 2) <i>Exprimez-vous</i> 5 (2), 263 (2), 354
CP-2-E2 describing the relationship between the products and perspectives in the target culture and comparing these with the native culture; (1, 3, 4)	The following references relate historical target culture perspectives to current native perspectives. SE: 10 (B), 50-51, 65 (E 3), 89 (**), 127 (E 3), 136 (E), 368-369 <i>Exprimez-vous</i> 156 (2)
CP-2-E3 comparing various institutions of the native and target cultures (e.g., educational, legal, economic, and governmental); (1, 3, 4, 5)	SE: 192 (E), 231 (E 1), 354 (D) <i>Exprimez-vous</i> 198, 263 (1-2), 266
CP-2-E4 identifying and describing cultural perspectives as reflected in a variety of literary and artistic genres. (1, 4)	SE: 117, 136 (E), 198, 233 (C), 270 (E 1,3), 360 (D), 367 (D) <i>Discussion</i> 317 (1,2) <i>Exprimez-vous</i> 326 TAE: Pr 34 AC 326
<b>COMMUNITIES STRAND</b>	
<b>COMMUNITIES STANDARD 1</b> <b>Learning</b> <b>Students use the language both within and beyond the school setting.</b>	
CT-1-E1 communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of personal interest, community, or world concern; (1, 3, 4)	Under instructor direction, many of the classroom assignments from the “Exprimez-vous” and “Analyse et opinion” chapter sections can easily be presented to audiences outside the classroom.

CONTENT STANDARDS	PAGE REFERENCES
CT-1-E2 using community resources to research a topic related to culture and/or language study; (3, 4)	SE: 228 (E 2) <i>Exprimez-vous</i> 5 (2), 156 (2), 299 (2-3) <i>La grammaire en direct</i> 21
CT-1-E3 participating in age-appropriate class or club activities which benefit the school or community; (4, 5)	SE: <i>Exprimez-vous</i> 101 (1)
CT-1-E4 presenting researched material about foreign language and culture to others in the community; (1, 2, 3, 4)	See Glencoe's <i>Bon Voyage! French 3</i> Production of items, as directed in some references below, suggests and supports presentation beyond the classroom. SE: <i>Communication libre</i> 273 (A) TWE: CP 155 (L'Union européenne, Américains et Français), 371 (Les Inventions) PA 397
CT-1-E5 preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5)	See Glencoe's <i>Bon Voyage! French 3</i> TWE: CP 313 (Le régime)
<b>COMMUNITIES STANDARD 2</b>	
<b>Enrichment</b>	
<b>Students show evidence of becoming lifelong learners by using the target language for enjoyment and enrichment.</b>	
CT-2-E1 reading materials and/or watching television programs (films, sports) from the target language and cultures for enjoyment; (3, 4)	SE: 50-51, 92-99, 158-164, 182-183, 327, 344, 365-366 <i>La grammaire en direct</i> 315
CT-2-E2 participating in age-appropriate sports or games from the target cultures; (4, 5)	See Glencoe's <i>Bon Voyage! French 3</i> Students may read about and discuss their favorite sports as suggested on pages 140-143. Attitudes toward sports are highlighted on pages 312-321.
CT-2-E3 attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)	See Glencoe's <i>Bon Voyage! French 3</i> TWE: CP 371 (Le Louvre)
CT-2-E4 listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4)	SE: 60 (Les chansons de gestes), 261 ("La Marseillaise") <i>Exprimez-vous</i> 299 (3)
CT-2-E5 planning a real or imaginary trip. (2, 3, 4)	SE: <i>La grammaire en direct</i> 21 <i>Exprimez-vous</i> 295, 303 (2)
<b>COMMUNITIES STANDARD 3</b>	
<b>Careers</b>	
<b>Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.</b>	
CT-3-E1 identifying careers or participating in school-to-work projects where proficiency in the target language and knowledge of the culture is required; (5)	Identification of careers which use the target language and production of items related to the language and culture in the workplace are more thoroughly addressed in <i>Bon Voyage! French 2</i> .
CT-3-E2 writing and presenting work-related scenarios which incorporate appropriate vocabulary; (1, 4)	TAE: AT 285 (1)
CT-3-E3 reading and writing work-related notes, messages, and letters; (1)	See <i>Bon Voyage! French 2</i> SE: 91 (7), 440, 451 (C), 455, 459 (3) TWE: NS 435, 441

CONTENT STANDARDS	PAGE REFERENCES
CT-3-E4 interpreting work-related materials, such as graphs and schedules; (2, 3, 4)	See <i>Bon Voyage! French 2</i> for the opportunity for interpretation and analysis without including references to material in graph format. SE: xxxii-xxxiii, 9 (10), 117 (A), 195, 358-359 <i>Parlons un peu plus</i> 19 TWE: LR R9, 189, 303
CT-3-E5 identifying and using workplace-appropriate verbal and nonverbal behaviors. (1, 4, 5)	TAE: AT 285 (1)

### Codes Used for TWE Pages

AC	Art Connection
AT	Additional Topic
BP	Blue Pages, Teacher's Manual
CL	Cooperative Learning
DYK	Did You Know?
E	Exprimez-vous
Pr	Pre-reading
TT	Teaching Tip