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correlated to

**Indiana
Academic Standards
for
Modern European and Classical Languages
9–12 Sequence**

French 2

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ACADEMIC STANDARDS

Modern European and Classical Languages, French 2, 9–12 Sequence

OBJECTIVES	PAGE REFERENCES
Standard 1 Communication: Write and speak in a language other than English	
10.1.1 Use multiple greetings and farewells in various situations.	SE: page 73, Activity 11; page 283, Activity 4; page 295, Parlons un peu plus, Activity B; page 302, C'est à vous, Activities 1–2; page 313, Activity 5; page 412, Activities 7–8; page 413, Activity 11; TE: page 66, Chapter Projects, Bonjour!; page 73, Checkup; page 411, Chapter Projects, Salut!;
10.1.2 Accurately state basic information about self and others. Examples: Name, personality characteristics	SE: page 11, Activity 14; page 26, C'est à vous, Activity 1; page 41, Activity 9; page 43, Activity 16; page 72, Activity 7; page 115, Activity 30; page 208, Activity 2; page 239, Activity 3; page 251, Activity 3; page 255, Activity 9; page 261, Activities 22–23; page 263, Activity 24; page 273, C'est à vous, Activity 4; page 332, C'est à vous, Activity 1; page 343, Activity 5; page 383, Activity 12; page 443, Activity 8; page 443, Activity 9; TE: page 46, Reaching All Students, Kinesthetic Learners; page 71, Reaching All Students, Additional Practice; page 150, Chapter Projects, Des économies; page 263, Checkup; page 265, Parlons un peu plus, Activity A; page 315, Assessment; page 345, Assessment; page 381, Assessment; page 411, Assessment; page 441, Assessment;

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OBJECTIVES	PAGE REFERENCES
<p>10.1.3 Accurately express a variety of simple feelings and preferences of self and others.</p> <p>Examples: Likes and dislikes</p>	<p>SE: page 4, Activity 3; page 5, Activity 5; page 17, Activity 27; page 31, How well do you know your vocabulary?; page 36, Activity 3; page 41, Activity 10; page 69, Activity 6; page 81, Activities 21–22; page 117, Parlons un peu plus, Activity B; page 135, Activity 8; page 145, Activity 6; page 166, C'est à vous, Activity 2; page 177, Activity 4; page 181, Activities 8–9; page 191, Parlons un peu plus, Activity 1; page 209, Activity 5; page 241, Activity 8; page 255, Activity 10; page 265, Parlons un peu plus, Activity B; page 287, Activity 10; page 332, C'est à vous, Activity 3; page 353, Parlons un peu plus, Activity A; page 391, Parlons un peu plus, Activity B; page 398, C'est à vous, Activity 1; page 419, Activity 26; page 439, Activity 4; page 448, Activities 17–18; page 451, Parlons un peu plus, Activities A–B; page 458, C'est à vous, Activity 2; pages 467–468, Activities 1–2; page 469, Activity 5;</p> <p>TE: page 3, Teaching Tip; page 35, Presentation, Steps 4–5; page 160, Critical Thinking Activity; page 174, Chapter Projects, Qu'est-ce qu'on mange?; page 411, Chapter Projects, À table;</p>

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10.1.4 Exchange familiar information and opinions in brief conversations.	SE: page 5, Activity 6, p. 5; page 9, Activity 9; page 16, Activities 22–23; page 19, Parlons un peu plus; page 37, Activity 5; page 51, Parlons un peu plus, Activity B; page 58, C'est à vous, Activity 2; page 69, Activities 4–5; page 73, Activity 10; page 90, C'est à vous, Activities 2–3; page 108, Activity 16; page 109, Activity 21; page 115, Activity 29; page 124, C'est à vous, Activity 1; page 135, Activity 9; page 159, Parlons un peu plus, Activities A–B; page 166, C'est à vous, Activity 1; page 166, C'est à vous, Activity 3; page 198, C'est à vous, Activity 1; page 223, Parlons un peu plus, Activity B; page 241, Activity 6; page 295, Parlons un peu plus, Activity B; page 317, Activity 9; page 347, Activity 10; page 353, Parlons un peu plus, Activity B; page 379, Activities 5–6; page 391, Parlons un peu plus, Activity A; page 398, C'est à vous, Activity 3; page 409, Activities 5–6; page 415, Activity 17; page 421, Parlons un peu plus, Activity A; TE: page 2, Presentation, Step 4; page 3, Class Motivator; page 40, Paired Activity; page 80, Activity 20, Expansion; page 84, Paired Activity; page 408, Reaching All Students, Verbal/Linguistic Learners;
10.1.5 Exchange familiar information and opinions in written form.	SE: page 26, C'est à vous, Activity 3; page 59, C'est à vous, Activity 4; page 91, C'est à vous, Activity 7; page 125, C'est à vous, Activity 4; page 167, C'est à vous, Activity 6; page 199, C'est à vous, Activity 4; page 231, C'est à vous, Activities 3–4; page 273, C'est à vous, Activity 5; page 303, C'est à vous, Activity 3; page 399, C'est à vous, Activity 4; TE: page 91, Tutorial;

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OBJECTIVES	PAGE REFERENCES
10.1.6 Make requests and ask different types of questions.	SE: page 9, Activity 10; page 41, Activity 12; page 51, Parlons un peu plus, Activity A; page 77, Activity 16; page 83, Parlons un peu plus, Activity C; page 101, Activity 10; page 117, Parlons un peu plus, Activity A; page 124, C'est à vous, Activity 3; page 145, Activity 5; page 184, Activity 14; page 255, Activities 9–10; page 265, Parlons un peu plus, Activities A–B; page 272, C'est à vous, Activity 2; page 283, Activity 4; page 287, Activity 9; page 302, C'est à vous, Activities 1–2; page 313, Activity 4; pages 319–321, Activities 11–17; page 325, Parlons un peu plus, Activity A; page 332, C'est à vous, Activity 1; page 369, Activity 5; page 421, Parlons un peu plus, Activity B; page 439, Activity 5; page 443, Activity 9; TE: page 2, Reaching All Students, Kinesthetic Learners; page 3, Class Motivator; page 11, Reaching All Students; page 13, Activities 17–18; page 13, Reaching All Students; page 26, Tutorial; page 147, Assessment; page 213, Reaching All Students, Mastery Students; page 314, Chapter Projects, Je suis touriste.;

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10.1.7 Recognize and use situation-appropriate non-verbal communication.	SE: page 58, C'est à vous, Activity 2 ; page 277, Vidéotour, Épisode 8; page 307, Vidéotour, Épisode 9; page 337, Vidéotour, Épisode 10; page 365, Vidéotour, Épisode 11; page 403, Vidéotour, Épisode 12; page 433, Vidéotour, Épisode 13; page 463, Vidéotour, Épisode 14; TE: page 31, Vidéo VHS/DVD; page 63 Vidéo VHS/DVD; page 95, Vidéo VHS/DVD; page 129, Vidéo VHS/DVD; page 167, Reaching All Students, Kinesthetic Learners; page 171, Vidéo VHS/DVD; page 203, Vidéo VHS/DVD; page 235, Vidéo VHS/DVD; page 422, Cross-Cultural Comparison; page 423, Presentation, Reading, Step 3;
10.1.8 Use speaking and listening strategies to facilitate communication. Examples: Identify key words, synonyms and antonyms	SE: page 17, Activity 26; page 19, Prononciation; page 41, Activity 11; page 51, Prononciation; page 83, Parlons un peu plus, Activity A; page 152, Activity 17; page 223, Parlons un peu plus, Activity A; page 251, Activity 4; page 322, Activity 21; TE: page 106, Note; page 153, Reaching All Students, Additional Practice; page 249, Reaching All Students, Verbal/Linguistic Learners; page 438, Reaching All Students, Verbal/Linguistic Learners; page 493, Reaching All Students, Non-Mastery Students;
Standard 2 Communications: Interpret information in a language other than English	

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10.2.1 Respond accurately to classroom requests, commands, and directions.	SE: page 47, Activity 23; page 90, C'est à vous, Activity 4; TE: page 2, Reaching All Students, Total Physical Response; page 6, Reaching All Students, Total Physical Response; page 34, Reaching All Students, Total Physical Response; pages 38–39, Reaching All Students, Total Physical Response; page 39, Reteaching; page 45, Presentation, Step 2; page 67, Reaching All Students, Total Physical Response; page 70, Reaching All Students, Total Physical Response; page 98, Reaching All Students, Total Physical Response; page 102, Reaching All Students, Total Physical Response; page 142, Reaching All Students, Total Physical Response; page 146, Reaching All Students, Total Physical Response; page 175, Reaching All Students, Total Physical Response; page 179, Reaching All Students, Total Physical Response; page 187, Reaching All Students, Kinesthetic Learners; page 206, Reaching All Students, Total Physical Response; page 210, Reaching All Students, Total Physical Response; page 248, Reaching All Students, Total Physical Response; page 280, Reaching All Students, Total Physical Response; page 284, Reaching All Students, Total Physical Response; page 310, Reaching All Students, Total Physical Response; page 315, Reaching All Students, Total Physical Response; page 341, Reaching All Students, Total Physical Response; page 344, Reaching All Students, Total Physical Response; page 380, Reaching All Students, Kinesthetic Learners; page 406, Reaching All Students, Kinesthetic Learners; page 410, Reaching All Students, Kinesthetic Learners; page 436, Reaching All Students, Kinesthetic Learners;

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<p>10.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.</p> <p>Example: Respond to simple comprehension questions in the target language</p>	<p>SE: page 17, Activity 25; page 18, Conversation, Vous avez compris?; pages 20–21, Reading, Vous avez compris? Activities A–B; page 50, Conversation, Vous avez compris?; page 82, Conversation, Vous avez compris?; pages 84–85, Reading, Vous avez compris?, Activities A–B; page 116, Conversation, Vous avez compris?; page 121, Reading, Vous avez compris?; page 158, Conversation, Vous avez compris?; page 222, Conversation, Vous avez compris?; page 236, Conversation, Vous avez compris?; page 260, Activity 20; page 264, Conversation, Vous avez compris?; pages 266–267, Reading, Vous avez compris?; page 294, Conversation, Vous avez compris?; page 298, Reading, Vous avez compris? Activities A–B; page 324, Conversation, Vous avez compris?; page 352, Conversation, Vous avez compris?; pages 354–355, Reading, Vous avez compris?, Activities A–B; page 366, Conversation, Vous avez compris?; page 408, Activities 2–3; page 420, Conversation, Vous avez compris?; page 464, Conversation, Vous avez compris?; page 469, Activity 4; pages 478–479, Reading, Vous avez compris? Activities A–E; pages 482–483, Reading, Vous avez compris? Activities A–D; pages 484–485, Reading, Vous avez compris? Activities A–C; pages 488–491, Reading, Vous avez compris? Activities A–D; pages 494–497, Reading, Vous avez compris? Activities A–D;</p> <p>TE: page 41, Assessment; page 84, Reaching All Students, Additional Practice; page 281, Assessment ; page 287, Assessment; page 316, Reaching All Students, Verbal/Linguistic Learners;</p>

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OBJECTIVES	PAGE REFERENCES
10.2.3 Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.	SE: pages 24–25, Connexions, Vous avez compris? Activities A–B; page 49, Activity 27; pages 196–197, Connexions, Vous avez compris?; pages 226–227, Reading, Vous avez compris? Activities A–B; TE: page 46, Learning from Realia
Standard 3 Communication: Present information in a language other than English	
10.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.	SE: page 385, French Online; TE: page 484, Discussing Literature, «L’homme qui te ressemble», Step 2;

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OBJECTIVES	PAGE REFERENCES
<p>10.3.2 Present prepared material on a variety of topics.</p> <p>Examples: Dialogues, skits, plays, etc.</p>	<p>SE: page 75, Activity 12; page 251, Activity 5; page 272, C'est à vous, Activity 3; page 332, C'est à vous, Activity 1; page 451, Parlons un peu plus, Activity C;</p> <p>TE: page 2, Reaching All Students, Kinesthetic Learners; page 18, Conversation, Presentation, Step 3; page 50, Conversation, Presentation, Step 3; page 71, Paired Activity; page 73, Reaching All Students, Verbal/Linguistic Learners; page 82, Conversation, Presentation, Step 3; page 108, Activity 16; page 116, Conversation, Presentation, Step 3; page 130, Conversation, Presentation, Step 1; page 143, Reaching All Students, Additional Practice; page 145, Activity 5; page 148, Paired Activity; page 209, Assessment; page 222, Conversation, Presentation, Step 2; page 236, Conversation, Presentation, Step 1; page 251, Assessment; page 264, Conversation, Presentation, Step 3; page 285, Chapter Projects, Un bon hôtel; page 294, Conversation, Presentation, Step 3; page 311, Reaching All Students, Kinesthetic Learners; page 324, Conversation, Presentation, Step 4; page 352, Conversation, Presentation, Step 3; page 390, Conversation, Presentation, Step 3; page 420, Conversation, Presentation, Step 3; page 450, Conversation, Presentation, Step 3; page 464, Conversation, Presentation, Step 1;</p>

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<p>10.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.</p>	<p>SE:</p> <p>TE: page 13, Activity 17; page 20, Presentation, Reading, Step 1; page 53, Presentation, Reading, Step 1; page 160, Presentation, Reading, Step 1; page 224, Presentation, Reading, Step 2; page 267, Presentation, Reading, Step 2; page 296, Presentation, Reading, Step 2; page 354, Presentation, Reading, Step 2; page 423, Presentation, Reading, Step 2; page 489, Presentation, Reading, Step 2; page 489, Discussing Literature, L'attente, Step 2;</p>
<p>10.3.4 Compose simple cohesive written information using appropriate formats with teacher guidance.</p> <p>Examples: Poetry, messages, descriptions, simple narratives, cartoons, etc.</p>	<p>SE: page 27, C'est à vous, Activities 4–5; page 59, C'est à vous, Activity 5; page 91, C'est à vous, Activity 6; page 111, Activity 22; page 125, C'est à vous, Activity 5; page 148, Chapter Projects, À la poste; page 166, C'est à vous, Activity 4; page 199, C'est à vous, Activity 5; page 231, C'est à vous, Activity 5; page 303, C'est à vous, Activity 4; page 331, Vous avez compris? Activity B; page 361, Vous avez compris? Activities 4–5; page 369, Activity 7; page 399, C'est à vous, Activity 5; page 429, C'est à vous, Activity 5;</p> <p>TE: page 7, Chapter Projects, Un film; page 111, Writing Development; page 253, Chapter Projects, Ça fait mal!; page 314, Chapter Projects, On prend le métro!; page 411, Enrichment;</p>

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OBJECTIVES	PAGE REFERENCES
10.3.5 Describe objects, self, and others in written and spoken language with greater detail.	SE: page 17, Activity 27; page 26, C'est à vous, Activity 2; page 30, On parle super bien!; page 58, C'est à vous, Activity 1; page 62, On parle super bien!; page 83, Parlons un peu plus, Activity B; page 90, C'est à vous, Activity 1; page 94, On parle super bien!; page 101, Activity 5; page 128, On parle super bien!; page 149, Activities 9–10; page 170, On parle super bien!; page 181, Activity 10; page 191, Parlons un peu plus, Activity 2; page 202, On parle super bien!; page 209, Activity 6; page 213, Activity 11; page 230, C'est à vous, Activity 1; page 234, On parle super bien!; page 272, C'est à vous, Activity 1; page 276, On parle super bien!; page 283, Activity 3; page 287, Activity 11; page 306, On parle super bien!; page 336, On parle super bien!; page 364, On parle super bien!; page 369, Activity 6; page 383, Activity 11; page 398, C'est à vous, Activity 2; page 402, On parle super bien!; page 432, On parle super bien!; page 462, On parle super bien!; TE: page 5, Reteaching; page 8, Reaching All Students; page 15, Learning from Realia; page 16, Learning from Photos; page 65, Learning from Photos; page 77, Recycling; page 143, Assessment; page 175, Assessment; page 249, Assessment; page 250, Reaching All Students, Mastery Students; page 311, Assessment; page 341, Assessment; page 377, Assessment; page 407, Assessment; page 437, Assessment;
Standard 4 Cultures: Develop awareness of other cultures	

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<p>10.4.1 Investigate and report on basic family and social practices of the target cultures.</p> <p>Examples: Family structure, giving and receiving, cultural trends, etc.</p>	<p>SE: pages 52–53, Reading, Vous avez compris? Activities A–C; pages 160–161, Reading, Vous avez compris? Activities A–B; pages 224–225, Reading, Vous avez compris? Activities A–B; page 317, Activity 10;</p> <p>TE: page 314, Chapter Projects, Des comparaisons; page 347, Chapter Projects, J'aimerais habiter... ; page 383, Chapter Projects, La fête nationale; page 397, Literature Connection;</p>
<p>10.4.2 Describe products, perspectives, and symbols of the target cultures in simple terms.</p>	<p>SE: page 5, French Online; page 9, Activity 9; pages 20–21, Reading, Vous avez compris? Activities A–B; page 99, French Online; pages 118–119, Reading, Vous avez compris? Activities A–B; page 151, French Online; page 163, Reading, Vous avez compris?; pages 226–227, Reading, Vous avez compris? Activities A–B; page 295, Parlons un peu plus, Activity A; pages 296–297, Reading, Vous avez compris? Activities A–B; page 299, Reading, Vous avez compris?; page 325, Parlons un peu plus, Activity B; pages 326–327, Reading, Vous avez compris? Activities A–B; pages 328–329, Reading, Vous avez compris? Activities A–C; page 360, C'est à vous, Activity 1; page 429, C'est à vous, Activity 4;</p> <p>TE: page 79, Reaching All Students, Mastery Students; page 174, Chapter Projects, Un repas français; page 347, Chapter Projects, La cuisine régionale;</p>

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OBJECTIVES	PAGE REFERENCES
10.4.3 Describe factors that influence practices, products, and perspectives. Examples: History, technology, etc.	SE: page 55, Reading, Vous avez compris?; page 86, Reading, Vous avez compris?, Activities A–B; page 87, Reading, Vous avez compris?, Activities A–B; page 120, Reading, Vous avez compris?; page 213, Activity 10; TE: page 3, Enrichment; page 99, Chapter Projects, Comparaisons;
10.4.4 Describe contributions from other cultures.	SE: pages 122–123, Reading, Vous avez compris?; page 198, C’est à vous, Activity 3; page 331, Vous avez compris? Activity A; page 450, Conversation, Vous avez compris?; TE: page 396, Chapter Projects, Les Acadiens;
10.4.5 Identify elements that shape cultural identity in the target cultures.	SE: pages 22–23, Reading, Vous avez compris?; page 190, Conversation, Vous avez compris?; pages 192–193, Reading, Vous avez compris?, Activities A–B; page 194, Reading, Vous avez compris?; page 297, Vous avez compris?, Activity B; pages 330–331, Connexions, Vous avez compris? Activity A; page 356, Reading, Vous avez compris?; page 357, Reading, Vous avez compris?; page 360, C’est à vous, Activity 2; pages 396–397, Connexions, Vous avez compris? TE:
Standard 5 Connections: Make connections to other content areas	

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OBJECTIVES	PAGE REFERENCES
10.5.1 Investigate and report on objects and concepts from other content areas.	SE: page 459, C'est à vous, Activity 4 TE: page 7, Chapter Projects, Une exposition; page 57, Reaching All Students, Additional Practice; page 99, Chapter Projects, Le train; page 113, Note (bottom right); page 115, Activities 29–30; page 174, Chapter Projects, Mon repas favori; page 271, Chapter Projects, Louis Pasteur; page 359, Chapter Projects, L'immigration; page 392, Fun Facts; page 447, Enrichment; page 456, Critical Thinking Activity
10.5.2 Integrate content area concepts and skills through relevant activities.	SE: pages 24–25, Connexions, Vous avez compris? Activities A–B; pages 56–57, Connexions, Vous avez compris? Activities A–B; pages 88–89, Connexions, Vous avez compris?, Activities A–B; pages 164–165, Connexions, Vous avez compris?; pages 228–229, Connexions, Vous avez compris?, Activities A–B; pages 268–269, Reading, Vous avez compris?; pages 270–271, Connexions, Vous avez compris?; pages 330–331, Connexions, Vous avez compris? Activities A–B; page 333, C'est à vous, Activity 4; page 343, Activity 5; pages 358–359, Connexions, Vous avez compris?; pages 456–457, Connexions, Vous avez compris? Activities A–B; TE: page 7, Chapter Projects, Au musée; page 39, Chapter Projects, La santé; page 56, Class Motivator
Standard 6 Connections: Access and connect information through various media	

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<p>10.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.</p> <p>Examples: Electronic dictionaries, language websites, TV programs, etc.</p>	<p>SE: page 45, French Online; page 124, C'est à vous, Activity 2; page 175, French Online; page 195, Reading, Vous avez compris?; page 235, Vidéotour, Épisode 7; page 254, French Online; page 316, Activity 7; page 337, Vidéotour, Épisode 10; page 391, Parlons un peu plus, Activity C; page 403, Vidéotour, Épisode 12; page 421, Learning from Realia; page 433, Vidéotour, Épisode 13; page 455, Reading, Vous avez compris? Activities A–B; page 463, Vidéotour, Épisode 14;</p> <p>TE: page 18, Glencoe Technology, CD-ROM; page 50, Glencoe Technology, CD-ROM; page 82, Glencoe Technology, CD-ROM, page 116, Glencoe Technology, CD-ROM; page 158, Glencoe Technology, CD-ROM; page 190, Glencoe Technology, CD-ROM; page 222, Glencoe Technology, CD-ROM; page 265, Glencoe Technology, CD-ROM; page 283, Learning from Realia; page 294, Glencoe Technology, CD-ROM; page 316, Learning from Realia; page 324, Glencoe Technology, CD-ROM; page 353, Glencoe Technology, CD-ROM; page 390, Glencoe Technology, CD-ROM; page 420, Glencoe Technology, CD-ROM; page 450, Glencoe Technology, CD-ROM;</p>

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<p>10.6.2 Use digital media and culturally authentic resources to study target cultures. Examples: Video clips, advertisements, etc.</p>	<p>SE: page 31, Vidéotour, Épisode 1; page 63, Vidéotour, Épisode 2; page 95, Reaching All Students, Mastery Students; page 95, Vidéotour, Épisode 3; page 114, French Online; page 124, French Online; page 129, Vidéotour, Épisode 4; page 162, Reading, Vous avez compris?; page 171, Vidéotour, Épisode 5; page 203, Vidéotour, Épisode 6; page 219, French Online; page 325, French Online; page 352, French Online; page 365, Vidéotour, Épisode 11; page 428, French Online; page 497, Reaching All Students, Mastery Students;</p> <p>TE: page 99, Chapter Projects, Un voyage; page 285, Chapter Projects, On va voyager!;</p>
Standard 7 Comparisons: Investigate the nature of language and culture	
<p>10.7.1 Recognize and use cognates, words shared between English and the target language, and word families to expand vocabulary and guess meaning.</p>	<p>SE: page 55, Reading, Vous avez compris?; pages 56–57, Connexions, Vous avez compris? Activities A–B; page 63, How well do you know your vocabulary?; pages 88–89, Connexions, Vous avez compris?, Activities A–B; page 293, Activity 20;</p> <p>TE: page 3, Enrichment; page 5, Cognate Recognition; page 7, Cognate Recognition; page 45, Learning from Realia</p>

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<p>10.7.2 Recognize and use simple language structures.</p> <p>Examples: Agreement of adjectives and nouns, and agreement of verbs and nouns</p>	<p>SE: page 11, Activity 11; page 13, Activity 19; page 43, Activity 13; page 43, Activity 15; pages 48–49, Activities 24–26; page 76, Activity 14; page 77, Activity 17; page 80, Activity 20; page 91, C'est à vous, Activity 5; pages 110–111, Activities 17–19; page 132, Activity 3; page 151, Activity 13; page 152, Activity 15; page 184, Activities 17–18; page 186, Activities 19–21; page 198, C'est à vous, Activity 2; page 218, Activity 17; page 219, Activities 22–23; pages 220–221, Activities 24–26; page 238, Activity 1; page 241, Activity 7; page 259, Activities 14–15; page 260, Activities 17–19; page 291, Activities 15–16; page 351, Activity 18; page 387, Activities 16–17; pages 388–389, Activities 18–22; page 415, Activity 16; page 417, Activity 18; page 417, Activity 20; page 419, Activity 25; page 428, C'est à vous, Activity 3; page 446, Activities 12–14;</p> <p>TE: page 8, Reaching All Students; page 11, Activities 12–13; page 46, Reaching All Students, Kinesthetic Learners; page 47, Assessment; page 103, Reaching All Students, Additional Practice; page 110, Assessment; page 114, Reaching All Students, Kinesthetic Learners; page 135, Reaching All Students, Verbal/Linguistic Learners; page 219, Checkup; page 238, Reaching All Students, Mastery Students; page 240, Checkup; page 290, Assessment; page 365, Enrichment</p>

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OBJECTIVES	PAGE REFERENCES
10.7.3 Compare and use idiomatic and colloquial expressions in the target language.	SE: page 15, Activity 20; page 16, Activities 22–23; page 37, Activity 6; page 54, Reading, Vous avez compris?; page 105, Activity 8; page 189, Activity 24; page 259, Activity 16; page 292, Activity 18; pages 300–301, Connexions, Vous avez compris?, Activities A–B; page 322, Activities 18–21; page 323, Activity 22; page 347, Activity 11; page 349, Activity 13; page 360, C'est à vous, Activity 3; page 368, Activities 2–3; pages 412–413, Activities 9–10; page 415, Activities 14–15; page 445, Activities 10–11; TE: page 59, Reaching All Students, Kinesthetic Learners; page 189, Assessment; page 228, Learning from Realia; page 315, Vocabulary Expansion; page 349, Reaching All Students, Non-Mastery Students; page 351, Assessment; page 411, Reaching All Students, Additional Practice;
10.7.4 Compare and use authentic simple forms of address in a variety of social situations.	SE: page 222, Conversation; page 230, C'est à vous, Activity 2; page 324, Conversation; page 366, Conversation; pages 422–423, Reading, Vous avez compris?; page 424, Reading, Vous avez compris?; page 425, Reading, Vous avez compris?; TE: page 411, Reaching All Students, Kinesthetic Learners;

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OBJECTIVES	PAGE REFERENCES
<p>10.7.5 Compare the social patterns of other cultures and the learner’s own culture.</p> <p>Examples: Compare school settings, role-play meeting new people, discuss dating, etc.</p>	<p>SE: page 26, C’est à vous, Activity 1; page 194, Activity B; page 332, C’est à vous, Activity 2; pages 426–427, Vous avez compris? Activities A–B; page 428, C’est à vous, Activities 1–2;</p> <p>TE: page 161, Post-Reading; page 191, Learning from Realia; page 212, Chapter Projects, Le permis de conduire; page 355, Presentation, Post-Reading; page 411, Chapter Projects, Des comparaisons;</p>
<p>10.7.6 Recognize celebrations and holidays of other cultures and compare them to those of the learner’s culture.</p>	<p>SE: page 378, Activity 2; page 379, Activity 4; page 387, French Online; page 390, Conversation, Vous avez compris?; pages 392–393, Vous avez compris? Activities A–B; pages 394–395, Reading, Vous avez compris?</p> <p>TE: page 383, Chapter Projects, Une fête; page 383, Chapter Projects, La fête nationale;</p>
<p>Standard 8 Communities: Become an active global citizen by experiencing languages and cultures in multiple settings</p>	
<p>10.8.1 Share experiences from the world language classroom with others.</p> <p>Examples: Use the target language to teach basic vocabulary to friends and family, make simple presentations to family or friends using the target language</p>	<p>SE: page 95, How well do you know your vocabulary?; page 458, C’est à vous, Activity 1;</p> <p>TE: page 65, National Standards, Communities; page 97, National Standards, Communities; page 205, National Standards, Connections; page 247, National Standards, Communities; page 309, National Standards, Communities; page 411, Chapter Projects, Bien élevé(e)?;</p>

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OBJECTIVES	PAGE REFERENCES
<p>10.8.2 Recognize and show the influences of the target language and/or cultures on the community.</p> <p>Examples: Architecture, special events, stores and shops, careers using the target language, etc.</p>	<p>SE: page 451, French Online; pages 452–453, Reading, Vous avez compris?; page 454, Reading, Vous avez compris?; page 459, Activity 3</p> <p>TE: page 7, Chapter Projects, Une exposition; page 117, Career Connection; page 123, Career Connection; page 165, Career Connection; page 435, National Standards, Communities; page 443, Chapter Projects, Ma carrière;</p>
<p>10.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p> <p>Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad</p>	<p>SE: page 5, French Online;</p> <p>TE: page 7, Chapter Projects, Un film; page 174, Chapter Projects, Au restaurant; page 441, National Standards, Communities; page 453, Career Connection;</p>
<p>10.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.</p>	<p>SE: page 229, Activity B; page 269, French Online; page 333, C'est à vous, Activity 5</p> <p>TE: page 269, Chapter Projects, MSF; page 355, Critical Thinking Activity</p>
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