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**correlated to**

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

**French 3**

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**ACADEMIC STANDARDS**  
**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>Standard 1 Communication: Write and speak in a language other than English</b>	
11.1.1 Initiate, sustain, and close conversations in limited yet varied situations.	SE: page 31, C'est à vous, Activity 3; page 53, Proficiency Tasks, Tâche 4; page 97, Activity I; page 142, C'est à vous, Activities 2–3; page 161, C'est à vous, Activity 5; page 165, Proficiency Tasks, Tâche 5; page 377, Proficiency Tasks, Tâches 4–5;  TE: page 25, Reaching All Students, Mastery Students; page 136, Paired Activities;

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**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
11.1.2 Exchange detailed information and opinions orally.	<p>SE: page 16, C'est à vous, Activity 2; page 17, C'est à vous, Activity 4; page 17, C'est à vous, Activity 6; page 49, C'est à vous, Activity 7; page 70, C'est à vous, Activities 1–2; page 71, C'est à vous, Activity 4; pages 88–89, C'est à vous, Activities 3–4; page 89, C'est à vous, Activity 6; pages 108–109, C'est à vous, Activities 3–4; page 109, C'est à vous, Activity 6; page 131, C'est à vous, Activity 3; page 143, C'est à vous, Activity 4; page 143, C'est à vous, Activity 6; page 160, C'est à vous, Activities 1–2; page 161, C'est à vous, Activity 8; page 182, C'est à vous, Activities 1–2; page 196, C'est à vous, Activity 3; page 197, C'est à vous, Activities 5–6; page 241, C'est à vous, Activity 5; page 250, C'est à vous, Activity 2; page 266, C'est à vous, Activity 2; page 271, Proficiency Tasks, Tâche 5; page 320, C'est à vous, Activity 1; page 321, Activity 5; page 325, Proficiency Tasks, Tâche 4; page 343, C'est à vous, Activity 4; pages 354–355, C'est à vous, Activities 2–4; page 372, C'est à vous, Activity 1; page 372, C'est à vous, Activity 3; page 373, C'est à vous, Activity 5; page 393, C'est à vous, Activity 4; page 393, C'est à vous, Activity 6; page 399, Activity D; page 402, C'est à vous, Activities 1–2; page 427, Proficiency Tasks, Tâche 4; page 451, Activity F; page 501, Activity F; page 508, Activity D;</p> <p>TE: page 10, Chapter Projects, Une enquête; page 25, Reaching All Students, Mastery Students; page 30, Group Activity; page 36, Checkup; page 44, Paired Activity; page 47, Paired Activity; page 101, Group Activity; page 126, Group Activity; page 151, Group Activity; page 159, Paired Activities; page 245, Assessment; page 258, Assessment; page 263, Group Activity; page 388, Paired Activity; page 477, Group Activity;</p>

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
11.1.3 Exchange detailed information and opinions in written form.	SE: page 52, Proficiency Tasks, Tâche 2; page 108, C'est à vous, Activity 2; page 113, Proficiency Tasks, Tâche 3; page 196, C'est à vous, Activity 2; page 343, C'est à vous, Activity 5; page 376, Proficiency Tasks, Tâche 1; page 423, C'est à vous, Activity 6;  TE: page 5, Additional Practice; page 12, Group Activity; page 25, Critical Thinking Activity; page 36, Additional Practice; page 79, Additional Practice; page 262, Chapter Projects; page 436, Group Activity;
11.1.4 Make requests and ask different types of questions in a variety of social situations.	SE: page 30, C'est à vous, Activities 1–2; page 53, Proficiency Tasks, Tâche 4; pages 68–69, Activities 1–3; page 85, Activity 8; page 88, C'est à vous, Activity 1; page 251, C'est à vous, Activity 5; page 271, Proficiency Tasks, Tâche 4; page 351, Activity 3; page 353, Activity 5; page 354, C'est à vous, Activity 1; page 369, Activities 1–2; page 373, C'est à vous, Activity 4;  TE: page 35, Reaching All Students, Kinesthetic and Visual Learners; page 195, Class Motivator; page 353, Enrichment; page 361, Recycling;
11.1.5 Recognize and use situation-appropriate non-verbal communication.	SE:  TE: page 176, Additional Practice; page 296, Paired Activity;
11.1.6 Use speaking and listening strategies to facilitate communication.  Examples: Identifying key words, synonyms and antonyms	SE: page 250, C'est à vous, Activity 1;  TE: page 87, Group Activity; page 104, Paired Activity; page 105, Class Motivator; page 230, Additional Practice; page 251, Chapter Projects, Un sketch; page 319, Paired Activity; page 401, Group Activity;

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INDIANA  
ACADEMIC STANDARDS  
Modern European and Classical Languages, French 3, 9–12 Sequence

OBJECTIVES	PAGE REFERENCES
<b>Standard 2 Communication: Interpret information in a language other than English</b>	
11.2.1 Respond to everyday requests, commands, and directions.	SE: page 53, Proficiency Tasks, Tâche 4; page 129, Activity 5; page 250, C'est à vous, Activity 1; page 249, Activities 4–5; page 271, Proficiency Tasks, Tâche 5; page 418, Activity 5; page 423, C'est à vous, Activity 5; page 427, Proficiency Tasks, Tâche 4;  TE: page 251, Chapter Projects, Un sketch; page 298, Recycling;

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>11.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.</p> <p>Example: Provide a summary of the material on the target language</p>	<p>SE: pages 6–10, Reading, Activities A–E; pages 24–26, Conversation, Vous avez compris? Activities A–E; page 53, Proficiency Tasks, Tâche 3; pages 62–65, Reading, Activities A–D; pages 76–78, Conversation, Vous avez compris? Activities A–C; page 112, Proficiency Tasks, Tâche 1; pages 188–190, Conversation, Vous avez compris? Activities A–D; pages 232–234, Reading, Activities A–C; pages 245–246, Conversation, Vous avez compris? Activities A–B; pages 308–309, Reading, Activities A–C; pages 348–349, Conversation, Vous avez compris? Activities A–C; pages 366–367, Reading, Activities A–C; pages 434–437, Reading, Activities A–D; pages 442–445, Reading, Activities A–E; pages 448–451, Reading, Activities A–F; pages 455–457, Reading, Activities A–H; pages 460–463, Reading, Activities A–E; pages 485–486, Reading, Activities A–E; pages 489–491, Reading, Activities A–E; pages 494–495, Reading, Activities A–B;</p> <p>TE: page 21, Class Motivator; page 123, Reaching All Students; page 152, Assessment; page 456, Assessment; page 508, Class Motivator 1;</p>

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
11.2.3 Make educated guesses about meaning in unfamiliar written contexts, using cognates and familiar vocabulary.	SE: page 22, Activity 3; pages 37–39, Reading, Vous avez compris? Activities A–E; pages 41–42, Reading, Vous avez compris? Activities A–D; page 204, Activity B; pages 260–263, Reading, Activities A–E; page 463, Activity D; pages 474–477, Reading, Activities A–E; pages 498–501, Reading, Activities A–D; pages 504–508, Reading, Activities A–C; pages 510–511, Reading, Activities A–E;  TE: page 7, Critical Thinking Activity; page 151, Presentation, Step 2;
<b>Standard 3 Communication: Present information in a language other than English</b>	
11.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.	SE: page 302, C’est à vous, Activity 1; page 511, Activity F;  TE: page 440, Reading, Presentation, Step 1; page 443, Reading, Presentation, Step 2; page 485, Reading, Presentation, Step 2;

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**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>11.3.2 Present prepared material and student-created material on a variety of topics.</p> <p>Examples: reports, student-written plays, mock travel journal, etc.</p>	<p>SE: page 48, C'est à vous, Activity 2; page 88, C'est à vous, Activity 2; page 165, Proficiency Tasks, Tâches 3–4; page 219, C'est à vous, Activity 3; page 223, Proficiency Tasks, Tâches 4–5; page 325, Proficiency Tasks, Tâche 5; page 427, Proficiency Tasks, Tâche 3; page 491, Activity E;</p> <p>TE: page 24, Conversation, Presentation, Step 2; page 30, Reaching All Students, Kinesthetic Learners; page 76, Conversation, Presentation, Step 1; page 77, Reaching All Students, Kinesthetic Learners; page 87, Group Activity; page 136, Conversation, Presentation, Step 1; page 143, Chapter Projects, Le théâtre; page 188, Conversation, Presentation, Step 1; page 245, Conversation, Presentation, Step 2; page 296, Conversation, Presentation, Step 3; page 296, Reaching All Students, Kinesthetic Learners; page 297, Expansion; page 348, Conversation, Presentation, Step 2; page 398, Conversation, Presentation, Step 2;</p>
<p>11.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.</p>	<p>SE:</p> <p>TE: page 7, Reading, Presentation, Step 1; page 122, Reading, Presentation, Step 1; page 207, Presentation, Avant la lecture, Step 1; page 360, Reading, Presentation, Step 1; page 474, Reading, Presentation, Step 3; page 494, Reading, Presentation, Step 3;</p>

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>11.3.4 Compose simple cohesive written information using appropriate formats with greater detail and independence.</p>	<p>SE: page 16, C'est à vous, Activity 1; page 52, Proficiency Tasks, Tâche 1; page 71, C'est à vous, Activity 3; page 112, Proficiency Tasks, Tâche 2; page 165, Proficiency Tasks, Tâche 2; page 222, Proficiency Tasks, Tâche 3; page 240, C'est à vous, Activity 1; page 266, C'est à vous, Activity 1; page 267, C'est à vous, Activities 3–4; page 270, Proficiency Tasks, Tâches 1–2; page 291, C'est à vous, Activity 6; page 324, Proficiency Tasks, Tâches 1–3; page 376, Proficiency Tasks, Tâche 2; page 392, C'est à vous, Activity 2; page 426, Proficiency Tasks, Tâche 1; page 463, Activity E; page 477, Activity D; page 483, Activity 8;</p> <p>TE: page 26, Chapter Projects, Une nouvelle; page 257, Group Activity; page 267, Chapter Projects, Un journal;</p>
<p><b>Standard 4 Cultures: Develop awareness of other cultures</b></p>	
<p>11.4.1 Investigate and report on cultural practices of the target cultures.</p> <p>Examples: Traditions, celebrations, and holidays unique to the target cultures</p>	<p>SE: page 138, French Online; page 222, Proficiency Tasks, Tâche 2; page 270, Proficiency Tasks, Tâche 5; pages 376–377, Proficiency Tasks, Tâches 3–5;</p> <p>TE: page 70, Chapter Projects, French Club djeun; page 125, Group Activity; page 135, Group Activity; page 175, Cross-Cultural Comparison; page 183, Chapter Projects, L'Afrique francophone; page 192, Chapter Projects, À table!; page 413, Group Activity; page 499, Cross-Cultural Comparison; page 501, Chapter Projects, Une enquête;</p>

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
11.4.2 Describe products, perspectives, and symbols of the target cultures.	SE: page 17, Activity 5; pages 41–42, Reading, Activities A–D; page 48, C’est à vous, Activity 3; pages 100–103, Reading, Activities A–C; pages 122–126, Reading, Activities A–D; pages 136–138, Conversation, Activities A–C; page 142, C’est à vous, Activity 1; pages 147–148, Reading, Activities A–C; pages 173–176, Reading, Activities A–E; page 182, C’est à vous, Activity 3; pages 188–190, Conversation, Activities A–D; page 197, C’est à vous, Activity 4; pages 207–213, Reading, Activities A–D; page 219, C’est à vous, Activity 2; page 222, Proficiency Tasks, Tâche 1; page 222, Proficiency Tasks, Tâche 3; pages 232–234, Reading, Activities A–C; pages 334–336, Reading, Activities A–E; pages 385–389, Reading, Activities A–E; pages 398–399, Conversation, Vous avez compris? Activities A–C; page 403, C’est à vous, Activity 4; page 426, Proficiency Tasks, Tâche 2; page 444, Activity C; page 473–477, Reading, Activities A–C; pages 498–501, Reading, Activities A–D; pages 504–508, Reading, Activities A–C;  TE: page 15, Enrichment; page 82, Class Motivator;
11.4.3 Describe factors that influence practices, products, and perspectives.  Examples: Geography, technology, social issues, etc.	SE: page 10, Activity E; pages 62–65, Reading, Activities A–D; pages 76–79, Conversation, Activities A–C; pages 280–284, Reading, Activities A–E; page 384, Activity 4; page 427, Proficiency Tasks, Tâche 3; pages 440–441, Reading, Activities A–B; pages 466–469, Reading, Activities A–F;  TE: page 467, Learning from Realia;

**GLENCOE/MCGRAW-HILL**

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
11.4.4 Recognize the interrelations among the practices, products, and perspectives of the cultures studied.	SE: pages 207–213, Reading, Activities A–D; pages 385–389, Reading, Activities A–E; pages 398–399, Conversation, Vous avez compris? Activities A–C;  TE: page 405, Group Activity;
11.4.5 Discuss significant events unique to the target cultures.	SE: page 202, Introduction, page 204, Activity A; page 219, C’est à vous, Activity 1; pages 385–386, Reading, Activities A–B; pages 408–409, Reading, Activity B; pages 412–413, Reading, Activity A; pages 422–423, C’est à vous, Activities 3–4; page 457, Activity E; page 495, Activity C;  TE: pages 453–454, Presentation, Avant la lecture, Step 2; page 483, Expansion;
11.4.6 Describe contributions from other cultures.	SE: pages 173–174, Reading, Activities A–B; page 183, C’est à vous, Activity 4; pages 202–204, Reading, Activities A–C;  TE: page 175, Cross-Cultural Comparison; page 348, Critical Thinking Activity;
11.4.7 Investigate elements that shape cultural identity in the target cultures.	SE: page 17, French Online; page 202, French Online; page 219, C’est à vous, Activity 4; page 392, C’est à vous, Activity 1; page 392, French Online; page 393, C’est à vous, Activity 7; page 402, C’est à vous, Activity 3; page 409, Activity B;  TE: page 11, Chapter Projects, Un voyage; page 49, Chapter Projects, Une affiche; page 140, Chapter Projects, Le cinéma; page 219, Chapter Projects;
<b>Standard 5 Connections: Make connections to other content areas</b>	

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
11.5.1 Investigate and report on objects and concepts from other content areas.	SE: page 161, C'est à vous, Activities 6–7; pages 270–271, Proficiency Tasks, Tâche 3; page 321, C'est à vous, Activity 4; page 355, French Online; page 393, C'est à vous, Activity 5; page 422, C'est à vous, Activity 1;  TE: page 71, Chapter Projects, L'argent; page 355, Chapter Projects, Le régime; page 385, Chapter Projects, L'écologie; page 420, Chapter Projects, Le Louvre;
11.5.2 Integrate content area concepts and skills through relevant activities.	SE: page 89, C'est à vous, Activity 5; page 109, C'est à vous, Activity 5; page 141, Activities 3–4; page 143, C'est à vous, Activity 5; page 160, C'est à vous, Activity 3; pages 240–241, C'est à vous, Activities 3–4; page 342, C'est à vous, Activity 2; page 355, C'est à vous, Activity 5; pages 360–363, Reading, Activities A–D; pages 366–367, Reading, Activities A–C; page 372, C'est à vous, Activity 2; page 373, C'est à vous, Activity 6; page 377, Proficiency Tasks, Tâche 6; page 382, Critical Thinking Activity; page 392, C'est à vous, Activity 3; page 403, C'est à vous, Activity 4; page 426, Proficiency Tasks, Tâche 2; page 439, Activity 2; page 508, Activity B;  TE: page 77, Critical Thinking Activity; page 234, Critical Thinking Activity; page 236, Learning from Realia; page 277, Math Connection; page 373, Chapter Projects, La santé; page 388, Critical Thinking Activity; page 435, Literary Analysis; page 455, Literary Analysis; page 459, Geography Connection; page 467, Literary Analysis; page 470, Critical Thinking Activity; page 474, Literary Analysis; page 494, Literary Analysis; page 495, Paired Activity; page 510, Literary Analysis;

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>Standard 6 Connections: Access and connect information through various media</b>	
<p>11.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive skills.</p> <p>Examples: Electronic dictionaries, RSS feeds/Podcasts, streaming audio, streaming video, etc.</p>	<p>SE: page 31, French Online; page 39, French Online; page 63, French Online; page 373, French Online; page 377, Proficiency Tasks, Tâches 4–5;</p> <p>TE: page 48, Reaching All Students; page 234, Expansion;</p>
<p>11.6.2 Use digital media and culturally authentic resources to study target cultures.</p> <p>Examples: Video clips, online newspapers, pop culture materials, etc.</p>	<p>SE: page 25, French Online; page 55, Vidéotour; page 67, French Online; page 115, Vidéotour; page 123, French Online; page 137, French Online; page 167, Vidéotour; page 225, Vidéotour; page 241, French Online; page 266, French Online; page 273, Vidéotour; page 284, French Online; page 300, French Online; pages 311–313, Reading, Activities A–C; page 327, Vidéotour; page 333, French Online; page 379, Vidéotour; page 429, Vidéotour;</p> <p>TE: page 420, Chapter Projects, Le Louvre;</p>
<b>Standard 7 Comparisons: Investigate the nature of language and culture</b>	
<p>11.7.1 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 465, Activity 3;</p> <p>TE: page 124, Critical Thinking Activity; page 361, Critical Thinking Activity; pages 434–435, Reading Strategies;</p>

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>11.7.2 Recognize and use a variety of language structures.</p> <p>Examples: Parts of speech, compound and complex sentences</p>	<p>SE: page 12, Activity 2; page 29, Activities 4–5; page 31, C’est à vous, Activities 4–5; page 44, Activity 2; page 46, Activity 6; pages 48–49, C’est à vous, Activities 5–6; page 86, Activity 9; page 87, Activities 11–12; page 103, Activity 2; page 104, Activities 3–4; pages 105–106, Activities 6–7; page 107, Activities 8–9; pages 128–129, Activities 3–5; page 131, C’est à vous, Activities 5–6; page 141, Activities 1–2; page 156, Activities 2–3; page 158, Activity 4; page 159, Activity 8; page 181, Activities 8–9; page 183, Activities 5–6; page 193, Activities 4–5; page 195, Activity 6; page 215, Activities 2–3; page 217, Activity 5; page 218, Activity 7; page 237, Activities 3–5; page 239, Activity 9; page 248, Activities 1–2; page 249, Activities 4–5; page 286, Activity 2; page 289, Activities 7–8; page 299, Activity 2; page 301, Activities 5–6; page 314, Activity 1; page 315, Activities 3–4; page 319, Activity 9; page 319, Activity 11; page 321, Activity 6; page 399, Activity 5; page 343, C’est à vous, Activities 6–7; page 369, Activity 4; page 371, Activity 5; page 371, Activity 7; page 391, Activities 1–2; page 391, Activities 4–5; page 401, Activities 2–3; page 403, C’est à vous, Activity 5; page 416, Activity 4; page 418, Activity 6; page 418, Activity 8; page 421, Activities 9–11; page 422, C’est à vous, Activity 2; page 437, Activity D;</p> <p>TE: page 29, Assessment; page 85, Additional Practice; page 104, Group Activity; page 128, Paired Activities; page 158, Group Activity; page 299, Expansion; page 301, Group Activity; page 315, Assessment; page 319, Additional Practice; page 340, Enrichment; page 418, Group Activity;</p>

**GLENCOE/MCGRAW-HILL**

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
11.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.	SE: page 61, Activities 3–4; page 75, Activities 2–3; page 81, Activities 3–4; page 93, Activity 2; pages 94–97, Reading, Activities A–I; page 99, Activity 3; pages 112–113, Proficiency Tasks, Tâches 2–3; page 179, Activity 3; page 179, Activity 6; pages 255–257, Reading, Activities A–B; page 303, C’est à vous, Activity 5; page 320, C’est à vous, Activity 2; page 371, Activity 8;  TE: page 95, Reaching All Students, Verbal/Linguistic Learners; page 321, Chapter Projects, Les grandes occasions; page 503, Vocabulary Expansion; page 508, Reaching All Students, Mastery Students; page 508, Class Motivator 2;
11.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.	SE: page 113, Proficiency Tasks, Tâches 4–5; page 377, Proficiency Tasks, Tâche 6;  TE: page 11, Chapter Projects, Un voyage;

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**Bon voyage! Level 3 © 2008**

**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>11.7.5 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 16, C’est à vous, Activity 3; page 65, Activity D; page 71, C’est à vous, Activities 5–6; page 102, Activity C; page 130, C’est à vous, Activity 2; page 131, C’est à vous, Activity 4; page 164, Proficiency Tasks, Tâche 1; page 196, C’est à vous, Activity 1; page 240, C’est à vous, Activity 2; page 251, C’est à vous, Activity 4; page 290, C’est à vous, Activities 2–3; pages 295–297, Conversation, Activities A–C; pages 302–303, C’est à vous, Activities 2–4; page 320, C’est à vous, Activity 3; page 342, C’est à vous, Activity 1; page 342, C’est à vous, Activity 3; page 469, Activity F;</p> <p>TE: page 64, Expansion; page 118, Chapter Projects, Les loisirs; page 125, National Standards, Comparisons; page 234, Group Activity; page 282, Group Activity; page 283, National Standards, Comparisons; page 336, Paired Activity; page 343, Chapter Projects, La Sécurité sociale; page 466, Critical Thinking Activity;</p>
<p><b>Standard 8 Communities: Become an active global citizen by experiencing languages and cultures in multiple settings</b></p>	
<p>11.8.1 Share experiences from the world language classroom with others.</p>	<p>SE: page 88, C’est à vous, Activity 2;</p> <p>TE: page 17, Career Connection; page 491, Group Activity;</p>
<p>11.8.2 Investigate and share with others the influences of the target language and cultures on the community.</p>	<p>SE: page 49, C’est à vous, Activity 7; page 457, Activity F;</p> <p>TE: page 83, Learning from Realia; page 124, Critical Thinking Activity; page 393, Chapter Projects, Américains et Français;</p>

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**CORRELATED TO**

**INDIANA**

**ACADEMIC STANDARDS**

**Modern European and Classical Languages, French 3, 9–12 Sequence**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<p>11.8.3 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, investigate a local and/or global need that is identified as authentic by cultures of the target language, travel abroad</p>	<p>SE: pages 151–153, Reading, Activities A–F; page 161, C’est à vous, Activity 4;</p> <p>TE: page 65, Cross-Cultural Connection; page 70, Chapter Projects, French Club djeun; page 140, Chapter Projects, Le cinéma; page 151, Career Connection; page 262, Chapter Projects; page 353, Career Connection; page 385, Chapter Projects, L’écologie; page 469, Career Connection; page 477, Career Connection;</p>
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