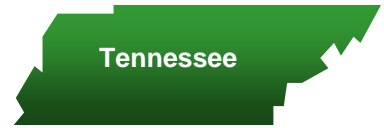


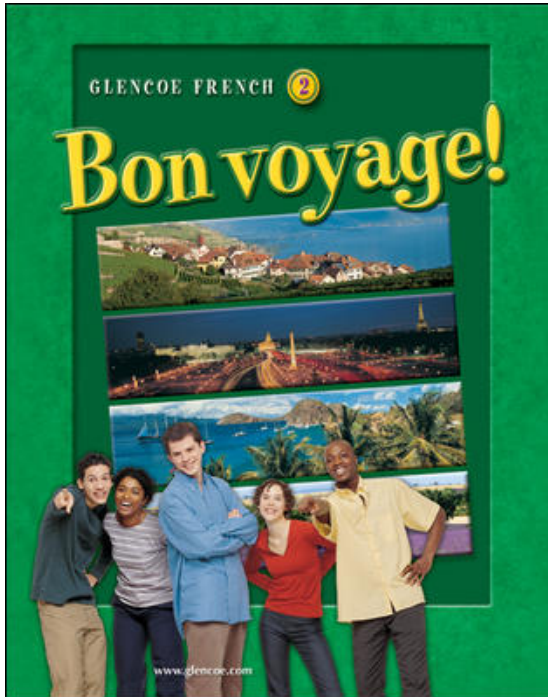


Glencoe

Modern Languages---Year Two  
(Beginning – Emerging)



Tennessee



GLENCOE FRENCH **2**  
**Bon voyage!**  
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STANDARDS	PAGE REFERENCES
<p><b>I. Standard Number 1 (Goal One): Communicate in a Language Other Than English</b></p>	
<p><b>Standard Rationale:</b> This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.</p>	
<p><b>Learning Expectations:</b></p>	
<p><b>1.1</b> In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>	
<p><b>Performance Indicators:</b></p>	
<p>The student is able to</p> <ul style="list-style-type: none"> <li>use verbal and written exchanges to share personal data, information, and preferences (e.g., events in one’s life, past experiences, preferred leisure activities, likes, dislikes, needs);</li> </ul>	<p><b>Student Edition:</b> R45 #9, 5 #6, 81, 90 #2, 91 #5, 111 #21, 135 #8, 166 #3, 181 #8-#9, 198 #3, 241 #8, 322 #20, 361 #4, 369 #6-#7, 399 #5, 439 #4, 451, 458 #2 <i>Parlons un peu plus</i> 83 B, 353 <b>Teacher Wraparound Edition:</b> CP 174 Mon repas favori, 443</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>exchange information about general events (e.g., classes, meals) and plan future activities (e.g., place, date, time);</li> </ul>	<p><b>Student Edition:</b> R45 #8, R57 #12, 26 #2, 41 #10, 90 #3, 184 #17-#18, 198 #2, 231 #3, 241 #8, 379 #5, 383 #11, 443 #9, 459 #4 <i>Parlons un peu plus</i> 391 C, 421</p>
<ul style="list-style-type: none"> <li>plan events and activities with others using authentic schedules;</li> </ul>	<p><b>Student Edition:</b> R27 #11, 9 #10, 27 #4, 125 #4, 313 #5, 399 #4, 459 #3 <i>Parlons un peu plus</i> 117 A, 295 A, 325 B</p> <p><b>Teacher Wraparound Edition:</b> CP 7 Au musée, 99 Un voyage, 175 Au restaurant, 285 On va voyager!, 314 On prend le metro!</p>
<ul style="list-style-type: none"> <li>use verbal and written exchanges to express opinions (e.g., concerning current events, about topics of personal or community interest);</li> </ul>	<p><b>Student Edition:</b> R45 #9, 5 #6, 166 #4, 198 #2, 213 #10, 298 B, 332 #2-#3, 361 #4, 369 #7, 415 #17, 428 #3, 439 #4, 446 #14, 458 #2 <i>Parlons un peu plus</i> 51 A, 117 B, 353 B, 421 A, 451 A</p> <p><b>Teacher Wraparound Edition:</b> CTA 157, 355; RAS 408</p>
<ul style="list-style-type: none"> <li>use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket).</li> </ul>	<p><b>Student Edition:</b> R27 #10, 9 #10, 41 #11, 73 #10, 83 C, 125 #4, 159, 255 #9, 283 #4, 302 #1, 303 #3, 313 #4-#5, 459 #3 <i>Parlons un peu plus</i> 325 B</p> <p><b>Teacher Wraparound Edition:</b> CP 174 Au restaurant</p>
<p><b>1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.</b></p>	
<p><b>Performance Indicators:</b></p>	
<p>The student is able to</p> <ul style="list-style-type: none"> <li>use vocabulary for a wide range of topics (e.g., animals, weather, geographical concepts; categories such as numbers, shapes, colors, size);</li> </ul>	<p><b>Student Edition:</b> R45 #9-#10, 125 #5, 192-195, 344-347, 358-359, 360 #3, 459 #4 <i>Parlons un peu plus</i> 19, 83 A, 117 A, 421</p> <p><b>Teacher Wraparound Edition:</b> CP 7 Un film, 151, 411 Bien élevé(e)?; CTA 355; LR 185</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket);</li> </ul>	<p><b>Student Edition:</b> R27 #10, 9 #10, 41 #11, 73 #10, 83 C, 125 #4, 159, 255 #9, 283 #4, 302 #1, 303 #3, 313 #4-#5, 459 #3 <i>Parlons un peu plus</i> 325 B</p> <p><b>Teacher Wraparound Edition:</b> CP 174 Au restaurant; RAS 73</p>
<ul style="list-style-type: none"> <li>give and follow oral and written directions (e.g., for travel, for cooking);</li> </ul>	<p><b>Student Edition:</b> 9 #10, 37 #5, 41 #11, 45-47, 51, 69 #4-#5, 72 #8, 73 #10, 105 #10, 181 #10, 195, 199 #5, 231 #4, 313 #5, 343 #5, 399 #4 <i>Parlons un peu plus</i> 83 C, 391 C</p> <p><b>Teacher Wraparound Edition:</b> CP 174 Un repas français, 411 A table; RAS 146, 406</p>
<ul style="list-style-type: none"> <li>use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension;</li> </ul>	<p><b>Student Edition:</b> 13 #18, 15 #20, 42-43, 47 #22, 49 #26, 53 A, 77 #16, 106-108, 131-132, 151 #13, 220-221, 238 #1, 250, 257-261, 319-320, 348-349, 388 #19, 414-415, 444-446</p>
<ul style="list-style-type: none"> <li>use and respond to culturally appropriate nonverbal cues (e.g., gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.</li> </ul>	<p><b>Student Edition:</b> 34-35, 410-412, 413 #11-#12, 422-423, 429 #4 <i>Photo</i> 45, 408 bottom <i>Vidéotour</i> 500-513</p> <p><b>Teacher Wraparound Edition:</b> CCC 425; CP 411; FF 35; LP 409; LR 54</p>
<p><b>1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>	
<p><b>Performance Indicators:</b></p>	
<p>The student is able to</p> <ul style="list-style-type: none"> <li>describe assorted objects and people (e.g., dress, types of dwellings, foods);</li> </ul>	<p><b>Student Edition:</b> R5, R19 #12, 11 #14, 43 #16, 121, 209 #5, 287 #10, 354-355, 452-453, 483 B <i>Parlons un peu plus</i> 191 A</p> <p><b>Teacher Wraparound Edition:</b> CM 249; CP 347 La cuisine régionale, 411 Bien élevé(e)?; LP R3, 112</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describe objects and people in greater detail (e.g., shopping in a supermarket);</li> </ul>	<p><b>Student Edition:</b> R19 #12, R27 #10-#12, 9 #9, 11 #14, 91 #5, 125 #5, 135 #9, 181 #9, 192-195, 198 #3, 199 #4, 226-227, 303 #4, 329 A, 357, 360 #2, 361 #5, 409 #5</p> <p><b>Teacher Wraparound Edition:</b> CP 7 Un film, 174, 285 Un bon hôtel, 314 Des comparaisons, 359 L'immigration, 383 Une fête; E 447; NS 239</p>
<ul style="list-style-type: none"> <li>use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; using the telephone; making and responding to requests);</li> </ul>	<p><b>Student Edition:</b> R19 #13, R57 #12, 9 #10, 37 #5, 41 #10, 71, 73 #9-#10, 87 B, 145 #5, 255 #9, 287 #9, 295 B, 302, 391 C, 413 #11</p> <p><i>Parlons un peu plus</i> 83 C, 159, 265 A, 421 B</p> <p><b>Teacher Wraparound Edition:</b> LC 423 Step 3; LP 262, 282; PA 84; RAS 143, 311</p>
<ul style="list-style-type: none"> <li>give and follow oral and written directions (e.g., for travel, for cooking).</li> </ul>	<p><b>Student Edition:</b> 9 #10, 37 #5, 41 #11, 45-47, 51, 69 #4-#5, 72 #8, 73 #10, 105 #10, 181 #10, 195, 199 #5, 231 #4, 313 #5, 343 #5, 399 #4</p> <p><i>Parlons un peu plus</i> 83 C, 391 C</p> <p><b>Teacher Wraparound Edition:</b> CP 174 Un repas français, 411 A table; RAS 146, 406</p>

STANDARDS	PAGE REFERENCES
<p><b>II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures</b></p>	
<p><b>Standard Rationale:</b> The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people’s world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.</p>	
<p><b>Learning Expectations:</b></p>	
<p><b>2.1</b> Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	
<p><b>Performance Indicators:</b></p>	
<ul style="list-style-type: none"> <li>develop familiarity with historical moments and figures;</li> </ul>	<p><b>Student Edition:</b> xxi, 23, 79, 122-123, 196-197, 268-271, 396-397, 476-497</p> <p><b>Teacher Wraparound Edition:</b> AC 8-11, 16-17; CP Une exposition, Au musée, 383 La fête nationale; FF R35, 357; HC 79, 239; LP 20-21, 55, 124; LR 5, 258, 331, 385; SOC 1 Photograph, 97 Photograph</p>
<ul style="list-style-type: none"> <li>use the language being studied to comprehend and express ideas about aspects of the culture being studied and compare them to the learner’s daily experience in areas like school, transportation, clothing, food, family, etc.;</li> </ul>	<p><b>Student Edition:</b> 37 #6, 54, 163, 194, 298-299, 332 #2, 358-359, 422-425, 428 #1</p> <p><b>Teacher Wraparound Edition:</b> CCC 391; CP 99 Comparaisons, 212, 315 Des comparaisons, 383 Une fête, 411 Des comparaisons; CTA 355; LR 191; NS 52, 88, 195, 224, 328, 392 Comparisons</p>
<ul style="list-style-type: none"> <li>form bases for understanding relationships between geographical features and cultural practices and products;</li> </ul>	<p><b>Student Edition:</b> 22, 121, 192-195, 226-227, 298-299, 328-329, 354-357, 358-359, 394-395, 425</p> <p><i>National Geographic</i> 136-139, 242-245, 370-373</p> <p><b>Teacher Wraparound Edition:</b> CP 174 Un repas français; GC R38, 118, 297; HC 77; LP 120, 188, 263; LR 159; SOC 141 Photograph</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>form bases for understanding relationships between historical concepts and contemporary issues;</li> </ul>	<p><b>Student Edition:</b> xxi-xxx, 22-23, 84-87, 118-121, 122-123, 196-197, 228-229, 268-271, 358-359</p> <p><b>Teacher Wraparound Edition:</b> CCC 225, 399; CTA 355; FF 453; HC 267, 356, 393; L 485 C; LP 21, 55, 188; LR 385; NS 396</p>
<ul style="list-style-type: none"> <li>observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal forms of interaction for daily activities among peers and adults.</li> </ul>	<p><b>Student Edition:</b> 73 #10, 149 #10, 160-161, 194, 224-225, 302, 332 #2, 413 #11, 428-429 <i>Parlons un peu plus</i> 83 C, 295 B</p> <p><b>Teacher Wraparound Edition:</b> CCC 147, 422, 424; CP 411 Salut!; FF 161, 356, 392; LC 397, 423 Step 3; NS 54; PA 71, 84; RAS 59, 143, 311</p>
<p><b>Learning Expectations:</b> <b>2.2</b> Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	
<p><b>Performance Indicators:</b></p>	
<ul style="list-style-type: none"> <li>experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g., literature, music, film and art);</li> </ul>	<p><b>Student Edition:</b> 476-497 <i>French Online</i> 17, 22, 114, 385, 398</p> <p><b>Teacher Wraparound Edition:</b> CP 7, 66, 174 Un repas français, Au restaurant; FF 392; LC 397; MC 24</p>
<ul style="list-style-type: none"> <li>participate in sports, music, entertainment and other age-appropriate activities for the cultures being studied.</li> </ul>	<p><b>Student Edition:</b> <i>French Online</i> 22, 385</p> <p><b>Teacher Wraparound Edition:</b> CP 7, 66, 174 Un repas français, Au restaurant; E 447; FF 392; FO 375; MC 24; RAS R45</p>

STANDARDS		PAGE REFERENCES	
<b>III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information</b>			
<b>Standard Rationale:</b> Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.			
<b>Learning Expectations:</b> 3.1 Reinforce and further knowledge of other disciplines through the foreign language.			
<b>Performance Indicators:</b>			
Students are able to		<b>Student Edition:</b>	
<ul style="list-style-type: none"> <li>identify words and roots from the target language class in other school subjects and extracurricular activities;</li> </ul>		24-25, 56-57, 88-89, 122-123, 164-165, 228-229, 270-271, 300-301, 330-331, 358-359, 456-457 <i>Photo R9 bottom</i>	
		<b>Teacher Wraparound Edition:</b>	
		AFL 301; C 197 Step 2; FF 302; LR 469; RAS 376; V 174 Bellringer Review; VE 377	
<ul style="list-style-type: none"> <li>use and pronounce accurately target language words in other subjects;</li> </ul>		<b>Student Edition:</b>	
		6-8, 24-25, 34-35, 56-58, 66-69, 88-91, 164-167, 196-197, 228-231, 270-273, 330-333, 358-359, 426-429, 456-459	
		<b>Teacher Wraparound Edition:</b>	
		E 3; GC 113; LC 397; VE 3	
<ul style="list-style-type: none"> <li>acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom;</li> </ul>		<b>Student Edition:</b>	
		<i>French Online</i> 5, 22, 124, 263, 269	
		<b>Teacher Wraparound Edition:</b>	
		C 25 Step 4; CP 7, 39, 174 <i>Un repas français</i> , 347 <i>J'aimerais habiter...</i> , 396; LR 185; RAS R45	
<ul style="list-style-type: none"> <li>use acquired information as it relates to the target language classes in order to compare and contrast.</li> </ul>		<b>Student Edition:</b>	
		37 #6, 52-55, 163, 194, 261-263, 266-267, 298, 300-301, 328-329, 358-359, 361 #5	
		<b>Teacher Wraparound Edition:</b>	
		CCC 71, 225, 391; CP 99 <i>Comparisons</i> , 212, 314 <i>Des comparaisons</i> , 383 <i>Une fête</i> , 411 <i>Des comparaisons</i> ; CTA 355; FF 161; LP 40; LR 191; NS 87-88 <i>Comparisons</i> , 122, 195 <i>Comparisons</i>	

STANDARDS	PAGE REFERENCES
<p><b>Learning Expectations:</b>  <b>3.2</b> Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
<p><b>Performance Indicators:</b></p>	
<p>Students are able to</p> <ul style="list-style-type: none"> <li>express meaning using appropriate idioms;</li> </ul>	<p>In addition to idioms, the following page references contain slang and other common or colloquial expressions.</p> <p><b>Student Edition:</b>  37 #6, 54, 228-229, 360 #3, 410-412, 426-427</p> <p><b>Teacher Wraparound Edition:</b>  AFL 143, 221, 291, 326, 377; FF 35; RAS 143; VE 143, 207, 319</p>
<ul style="list-style-type: none"> <li>expand knowledge of verbs to include all the indicative and imperative moods;</li> </ul>	<p><b>Student Edition:</b>  R15, R26, R41-R45, 45-47, 69 #4-#5, 74-77, 79, 81, 85 A-B, 91 #5-#6, 107 #13-#14, 109-111, 124 #2, 133-135, 153-154, 182-184, 231 #3, 258-260, 288</p> <p><i>Parlons un peu plus</i> 51 B, 83 A</p> <p><b>Teacher Wraparound Edition:</b>  A 47; RAS 67</p>
<ul style="list-style-type: none"> <li>use new information and perspectives of other cultures to broaden personal knowledge.</li> </ul>	<p><b>Student Edition:</b>  20-21, 84-87, 122-123, 160-163, 192-194, 224-225, 228-229, 268-269, 298, 328-329, 358-359, 422-424</p> <p><i>French Online</i> 5, 22, 45</p> <p><b>Teacher Wraparound Edition:</b>  CCC 225, 391, 399; CP 7, 99; HC 79: LR 421</p>

STANDARDS	PAGE REFERENCES
<p><b>IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture</b></p>	
<p><b>Standard Rationale:</b> Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.</p>	
<p><b>Learning Expectations:</b>  <b>4.1</b> Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.</p>	
<p><b>Performance Indicators:</b></p>	
<p>Students are able to</p> <ul style="list-style-type: none"> <li>apply prefixes and suffixes to root words;</li> </ul>	<p>The following page references contain references to word derivations. The instructor may provide additional instruction regarding word formation with prefixes.</p> <p><b>Student Edition:</b> 56, 196-197, 292-294</p> <p><b>Teacher Wraparound Edition:</b> AFL 301; RAS 103; VE 71</p>
<ul style="list-style-type: none"> <li>examine the natural flow and rhythm inherent to both languages;</li> </ul>	<p>The instructor may direct students to examine the following objectives which provide opportunities to experience the flow and rhythm of native speech.</p> <p><b>Student Edition:</b> 116, 118-119, 158, 160-161, 190, 192-193, 222, 224-225, 264, 266-267, 294, 296-297, 318, 324, 326-327, 352, 354-355</p> <p><i>French Online</i> 385 <i>Vidéotour</i> 500-513</p>
<ul style="list-style-type: none"> <li>implement appropriate sentence structure and paragraph construction;</li> </ul>	<p><b>Student Edition:</b> 27, 59 #4, 91 #5, 125 #5, 166 #4, 199 #4, 231 #5, 429 #5</p> <p><b>Teacher Wraparound Edition:</b> CP 253, 271, 347 J'aimerais habiter..., 383 Une fête, 411 Des comparaisons, 443; NS 247; RAS 491</p>
<ul style="list-style-type: none"> <li>develop usage of accurate grammatical practices;</li> </ul>	<p><b>Student Edition:</b> 12-16, 42-43, 45-49, 74-81, 106-111, 113-114, 150-152, 155-157, 182-186, 220-221, 256-263, 289-291, 318-320, 348-349, 384-389, 414-419, 448-449</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>apply similarities and differences between English and target language;</li> </ul>	<p><b>Student Edition:</b> R51-R52, 10-16, 42-43, 45-47, 74-77, 109-111, 150-152, 182-184, 187-188, 214-217, 256-257, 261-263, 300-301, 318-320, 348-349, 384-389, 414-419, 444-449</p> <p><b>Teacher Wraparound Edition:</b> A 189; AFL 221</p>
<ul style="list-style-type: none"> <li>identify idiomatic expressions in both languages;</li> </ul>	<p>In addition to idioms, the following contain common and other expressions which are not directly translatable into the native language.</p> <p><b>Student Edition:</b> 37 #6, 54, 160-161, 228-229, 330-331, 360 #3, 410, 426-427, 478-479, 495</p> <p><b>Teacher Wraparound Edition:</b> AFL 143, 291, 326, 377; FF 35; VE 143</p>
<ul style="list-style-type: none"> <li>express meaning using appropriate idioms;</li> </ul>	<p><b>Student Edition:</b> 37 #6, 54, 160-161, 228-229, 330-331, 360 #3, 410, 426-427, 478-479, 495</p> <p><b>Teacher Wraparound Edition:</b> AFL 143, 326, 377; FF 35; VE 143</p>
<ul style="list-style-type: none"> <li>expand knowledge of verbs to include all the indicative and imperative moods.</li> </ul>	<p><b>Student Edition:</b> R15, R26, R41-R45, 45-47, 69 #4-#5, 74-77, 79, 81, 85 A-B, 91 #5-#6, 107 #13-#14, 109-111, 124 #2, 133-135, 153-154, 182-184, 231 #3, 258-260, 288</p> <p><i>Parlons un peu plus</i> 51 B, 83 A</p> <p><b>Teacher Wraparound Edition:</b> A 47; RAS 67</p>
<p><b>Learning Expectations:</b> 4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to one's own culture.</p>	
<p><b>Performance Indicators:</b></p>	
<p>Students are able to</p> <ul style="list-style-type: none"> <li>compare and contrast culturally appropriate verbal and nonverbal cues in both cultures;</li> </ul>	<p><b>Student Edition:</b> R19 #13, R57 #12, 9 #10, 37 #5, 41 #10, 71, 73 #9-10, 87 B, 145 #5, 255 #9, 295 B, 302, 387 #9, 391 C, 410-412, 413 #11, 422-423, 429 #4</p> <p><i>Parlons un peu plus</i> 83 C, 159, 265 A, 421 B</p> <p><i>Vidéotour</i> 500-513</p> <p><b>Teacher Wraparound Edition:</b> AFL 291; LC 423 Step 3; LP 262, 282; PA 84; RAS 143, 311</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>discern behavioral expectations in changing circumstances;</li> </ul>	<p>The following provide students with the opportunity to demonstrate adaptive and discrete behavior in open-ended situations.</p> <p><b>Student Edition:</b>  R57 #13, 10-11, 19, 43 #16, 59 #4, 69 #4, 73 #11, 145 #6, 219 #22, 251 #4, 255 #9, 387 #17, 389 #21-#22, 422-423, 425  <i>French Online</i> 428  <i>Parlons un peu plus</i> 51 B, 159 B, 265 A, 421</p> <p><b>Teacher Wraparound Edition:</b>  CP 174 Au restaurant, 411</p>
<ul style="list-style-type: none"> <li>identify different cultures' belief value systems;</li> </ul>	<p><b>Student Edition:</b>  52-54, 118-119, 228-229, 266-269, 298, 358-359, 388-389, 392-395, 422-425, 484-485</p> <p><b>Teacher Wraparound Edition:</b>  CCC 225, 399; CP 99 Comparaisons; FF 161; LP 22, 40; LR 421</p>
<ul style="list-style-type: none"> <li>focus on similarities and differences of core beliefs;</li> </ul>	<p><b>Student Edition:</b>  20-21, 87, 118-119, 192-194, 224-225, 228-229, 266-267, 392-395, 422-423</p> <p><b>Teacher Wraparound Edition:</b>  FF 161; LP 40: NS 52, 54, 298</p>
<ul style="list-style-type: none"> <li>understand origin and existence of cultures' social patterns;</li> </ul>	<p><b>Student Edition:</b>  20-23, 52-55, 86-87, 121, 160-161, 163, 192-194, 224-225, 298-299, 357, 358-359, 392-395, 422-425, 429 #4</p> <p><b>Teacher Wraparound Edition:</b>  AFL 67; CCC 399; CP 383 La fête nationale; FF 35, 161, 241; GC R38; LP 27, 188; LR 421; NS 118; SOC 1 Photograph</p>
<ul style="list-style-type: none"> <li>compare music, art, literature and other tangible products from diverse cultures;</li> </ul>	<p><b>Student Edition:</b>  22-23, 86, 88-89, 192-197, 326-329, 379 #6, 476-497  <i>French Online</i> 5, 385  <i>National Geographic</i> 137 #7, 138 #9, 243 #4, #7</p> <p><b>Teacher Wraparound Edition:</b>  CCC 391; CP 7, 99 Comparaisons; FF 236, 241; LP 118; LR 159, 191, 421; SOC 97 Photograph</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>compare simple patterns of behavior;</li> </ul>	<p><b>Student Edition:</b> 20-23, 52-54, 86-87, 118-119, 121, 160-161, 163, 194, 224-225, 298-299, 328-329, 422-425 <i>Vidéotour</i> 500-513</p> <p><b>Teacher Wraparound Edition:</b> AFL 291, 326; CCC 71; CP 411 Des comparaisons; FF 35; LP 188</p>
<ul style="list-style-type: none"> <li>observe customs of different regions and countries;</li> </ul>	<p>The following activities provide students with the opportunity to role play and vicariously experience observances and customs of the target culture.</p> <p><b>Student Edition:</b> 20-23, 52-53, 121, 160-161, 194, 226-227, 298-299, 328-329, 354-355, 357, 392-395, 422-425 <i>French Online</i> 193</p> <p><b>Teacher Wraparound Edition:</b> CCC 225; CP Un repas français, Au restaurant; GC 355; LC 397; LP 188; LR 159</p>
<ul style="list-style-type: none"> <li>compare rituals, folklore and other intangible products from diverse cultures;</li> </ul>	<p><b>Student Edition:</b> 20-23, 54, 194, 196-197, 298, 392-395</p> <p><b>Teacher Wraparound Edition:</b> LC 397; LP 188; LR 159</p> <p>Please see <i>Bon voyage! Level 3</i> © 2008 for more detailed information on intangible activities and products of the target culture.</p>
<ul style="list-style-type: none"> <li>focus on the commonalities of other cultural systems and Tennessee traditions;</li> </ul>	<p><b>Student Edition:</b> 456-457</p> <p><b>Teacher Wraparound Edition:</b> CTA 355; GC 118; LP 118; NS 392 Comparisons</p>
<ul style="list-style-type: none"> <li>distinguish circumstantially correct behavioral expectations.</li> </ul>	<p><b>Student Edition:</b> 406-413, 422-425, 428 #1-#2</p> <p><b>Teacher Wraparound Edition:</b> CP 174 Au restaurant</p> <p>More information on appropriate social behaviors can be found in <i>Bon voyage! Level 3</i> © 2008.</p>

STANDARDS	PAGE REFERENCES
<p><b>V. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies</b></p>	
<p><b>Standard Rationale:</b> Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find their ability to communicate in other languages better prepares them for school and community projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas.</p>	
<p><b>Learning Expectations:</b>  <b>5.1</b> Use the language both within and beyond the school setting.</p>	
<p><b>Performance Indicators:</b></p>	
<p>Students are able to</p> <ul style="list-style-type: none"> <li>identify how local community members use the target language in their work;</li> </ul>	<p><b>Student Edition:</b>  27 #5, 59 #5, 303 #4</p> <p><b>Teacher Wraparound Edition:</b>  CC 117, 123, 165; CP 7 Au musée, 174 Au restaurant; NS 309, 435</p>
<ul style="list-style-type: none"> <li>acquire information about the target language and the target culture;</li> </ul>	<p><b>Student Edition:</b>  <i>French Online</i> 5, 23, 114, 193, 263, 398, 428</p> <p><b>Teacher Wraparound Edition:</b>  CP 7, 99, 174 Un repas français, 269, 271, 285 On va voyager!, 347, 383 La fête nationale, 396; E 447; LC 397; NS 441; RAS R45</p>
<ul style="list-style-type: none"> <li>present information about the target language and culture in the target language;</li> </ul>	<p><b>Student Edition:</b>  <i>French Online</i> 5</p> <p><b>Teacher Wraparound Edition:</b>  CP 7 Un film, 99 Un voyage, 269, 285 On va voyager!, 347, 383 La fête nationale, 396; E 447; RAS R23, R45, 311, 497</p>
<ul style="list-style-type: none"> <li>locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.;</li> </ul>	<p><b>Student Edition:</b>  9 #10, 41 #11, 213 #12, 455</p> <p><i>French Online</i> 5</p> <p><i>Parlons un peu plus</i> 117 A, 451 C</p> <p><i>Photo</i> 209, 464 bottom</p> <p><b>Teacher Wraparound Edition:</b>  LR 15, 45-47, 181, 185, 199, 208, 228, 257, 259, 260, 269, 283, 303, 316, 327, 332</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>demonstrate awareness of the importance of people, holidays, and traditions in target language countries.</li> </ul>	<p><b>Student Edition:</b> 22-23, 52-53, 160-161, 163, 192-194, 196-197, 270-271, 298-299, 354-355, 358-359, 392-395, 476-497 <i>Vidéotour</i> 511</p> <p><b>Teacher Wraparound Edition:</b> CCC 225, 399; LP 20, 40; LR 5; RAS R45, 79</p>
<p><b>5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</b></p>	
<p><b>Performance Indicators:</b></p>	
<p>Students are able to</p> <ul style="list-style-type: none"> <li>identify the main ideas and basic details in diverse, authentic media forms (e.g., radio, television, film, live presentations);</li> </ul>	<p><b>Student Edition:</b> 228-229 <i>French Online</i> 5, 23, 193, 269, 455 <i>Vidéotour</i> 500-513</p> <p><b>Teacher Wraparound Edition:</b> C 25 Step 4; CP 7 Un film, 39, 285 On va voyager!, 347 J'aimerais habiter...; LR 385; RAS R45</p>
<ul style="list-style-type: none"> <li>write simple letters or emails in the target language to the teacher and/or classmates;</li> </ul>	<p>The following activities involve written letters and e-mail in actual as well as role play scenarios.</p> <p><b>Student Edition:</b> 27 #4, 59 #4, 91 #7, 125 #4, 167 #5, 199 #5, 231 #4, 273 #5, 303 #3, 399 #4 <i>Parlons un peu plus</i> 83 A, 87 B</p> <p><b>Teacher Wraparound Edition:</b> CP 66</p>
<ul style="list-style-type: none"> <li>exchange letters or e-mails with target language speakers (in the target language);</li> </ul>	<p>The instructor may modify the activities listed below to include exchanges with actual speakers of the target language.</p> <p><b>Student Edition:</b> 27 #4, 125 #4, 167 #6, 273 #5</p> <p>For additional activities involving native speakers, please see <i>Bon voyage! Level 3</i> © 2008.</p>
<ul style="list-style-type: none"> <li>read, watch, and share news about countries where the target language is spoken.</li> </ul>	<p><b>Student Edition:</b> 228-229 <i>French Online</i> 269</p> <p><b>Teacher Wraparound Edition:</b> FO 7, 35, 147, 179, 253, 313, 341, 379, 407; RAS R45</p> <p>For additional activities directly related to target language news, newspapers and authentic magazine articles, please see <i>Bon voyage! Level 3</i> © 2008.</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>find various sources in the target language to obtain information on current events and information of personal interest.</li> </ul>	<p><b>Student Edition:</b>  <i>French Online</i> 5, 23, 385, 455, 494</p> <p><b>Teacher Wraparound Edition:</b>            CP 7 Un film, 66, 269, 347 J'aimerais habiter;            E 447</p>