



**GLENCOE FRENCH**

# Trésors du temps

**Niveau avancé**

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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>  <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>exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community;</li> </ul>	<p><b>Student Edition:</b>                  23, 65 E #1  <i>Analyse et opinion</i> 59 #2  <i>Exprimez-vous</i> 31 #1-#2, 36 #1, 91 E, 127, 133, 165, 168, 198, 231, 303, 331  <i>La grammaire en direct</i> 49, 81, 147, 181, 217</p>

Codes used for Teacher Annotated Edition pages are the initial caps of headings on that page.

The symbols \* and \*\* reflect the footnotes found at the bottom of the designated page.

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<ul style="list-style-type: none"> <li>use appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating items in a pharmacy, finding a hotel or train station, repairing a tape recorder, asking for information);</li> </ul>	<p><b>Student Edition:</b>  <i>Exprimez-vous</i> 303 #2, 326 #1  <i>La grammaire en direct</i> 285 #2</p> <p>For more activities related to practical acquisition of services and other personal needs, see <i>Bon voyage! French 2</i> and 3 © 2008.</p>
<ul style="list-style-type: none"> <li>use culturally appropriate nonverbal cues and body language (e.g., eye contact, personal space, gestures) to communicate a message in the target language and maintain listening comprehension.</li> </ul>	<p>Use the following page references for students to demonstrate appropriate body language and nonverbal cues.</p> <p><b>Student Edition:</b>  200 B, 201 E, 227 B, 248 D, 334 D #1  <i>Exprimez-vous</i> 101, 104 #2, 133, 165 #2, 168, 198, 231, 233, 266, 270, 299 #1, 354, 364</p> <p><b>Teacher Annotated Edition:</b>  CL 130; TT 101</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 appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles, programs on television, radio, or video);</li> </ul>	<p><b>Student Edition:</b>  51  <i>Exprimez-vous</i> 299 #3</p> <p><b>Teacher Annotated Edition:</b>  FO 31, 59, 82, 90, 182, 219, 236, 295, 326, 334, 345, 354, 368</p>
<ul style="list-style-type: none"> <li>use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, summarization) to communicate a message in the target language.</li> </ul>	<p><b>Student Edition:</b>  20 F, 80 H, 81 J, 109 H, 111 A, 112, 115, 133 E, 136 E #1, 180 E, 202-205, 213 C, 248 A, 270 E, 282 H, 283 J, 295 E #1, 303 #3, 311 D, 312 A, 314 D  <i>Exprimez-vous</i> 263 #2, 299 #2</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>use appropriate vocabulary (e.g., literary terms such as setting, character, plot, conflict, resolution, theme) to express personal reactions and feelings about authentic literary texts (e.g., poems, plays, short stories, novels);</li> </ul>	<p><b>Student Edition:</b>  36 E, 65 E, 101 E, 104 F, 127 E #1, 130 E, 133 E, 136 E, 158 E, 165 E, 168 E, 198 E, 201 E, 231 E, 236 E, 266 D, 270 E, 303 E, 331 D, 334 D, 360 D</p>

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<ul style="list-style-type: none"> <li>use appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, negotiating solutions to problems).</li> </ul>	<p>The teacher can direct students to exchange opinions on issues found in the page references listed below.</p> <p><b>Student Edition:</b>  <i>Exprimez-vous</i> 91 #2, 124, 156 #1, 263 #1, 303, 367</p> <p><b>Teacher Annotated Edition:</b>            TT 101</p> <p>For activities related to more contemporary topics, see <i>Bon voyage! French 2 and 3</i> © 2008.</p>
<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 <i>on its own terms</i>. 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>  <b>2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b></p>	
<p><b>Performance Indicators:</b></p>	
<ul style="list-style-type: none"> <li>begin to develop tools for experiencing and responding to expressive cultural products (e.g., books, periodicals, films and music) in versions that make minimal concessions to the learners’ emerging language skills;</li> </ul>	<p><b>Student Edition:</b>            101 E, 104 F, 136 E, 165 E, 299 E, 306 E, 334 D  <i>Discussion</i> 51, 253, 287, 317, 345, 369  <i>Exprimez-vous</i> 299 #3, 354  <i>La grammaire en direct</i> 315</p>
<ul style="list-style-type: none"> <li>analyze and think critically about relationships between geographical features and cultural practices and products;</li> </ul>	<p>In addition to practices and products, the following page references highlight significant objects and historical events related to geography.</p> <p><b>Student Edition:</b>            22-23, 344 L’Impressionisme, 351 top  <i>Exprimez-vous</i> 299 #2  <i>Photo</i> 14, 17 top, 37 bottom, 110, 130, 352 bottom</p> <p><b>Teacher Annotated Edition:</b>            P 6 #2</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>analyze and think critically about historical moments and figures and their relationships to contemporary cultural matters.</li> </ul>	<p><b>Student Edition:</b>  6-9, 10 C, 28 L'Eglise en Gaule, 33 Le gui du Nouvel An, 89 **, 121-122, 124 D #1, 131-133, 152 L'Académie française, 188 Les nouvelles idées, 261, 323 L'industrie..., 324 Grand progrès..., 349 Une nouvelle diversité, 350  <i>Discussion</i> 51, 253 #4  <i>Exprimez-vous</i> 31 #3, 198  <i>Photo</i> 46</p> <p><b>Teacher Annotated Edition:</b>  DTK 27, 85; P 60 #1</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>	
<p>The student is able to</p> <ul style="list-style-type: none"> <li>use the language being studied to comprehend and express ideas about social, economic, and political institutions and their relationships to the cultures being studied;</li> </ul>	<p><b>Student Edition:</b>  10 C, 59 G #1, 91 E #2, 152 L'Académie française, 186 La Compagnie du Mississippi, 322, La Commune..., 348 De Gaulle..., 350  <i>Exprimez-vous</i> 165 #1</p> <p><b>Teacher Annotated Edition:</b>  P 158  For additional activities related to modern target culture institutions, please see <i>Bon voyage! French 2</i> and 3 © 2008.</p>
<ul style="list-style-type: none"> <li>appreciate differences across communities within the cultures being studied.</li> </ul>	<p><b>Student Edition:</b>  6-9, 349 La décolonisation..., Une nouvelle diversité..., 356 Une littérature francophone, 365-367</p> <p>More information on contemporary target cultures may be found in <i>Bon voyage! French 2</i> and 3 © 2008.</p>

STANDARDS	PAGE REFERENCES
<p><b>III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information</b></p>	
<p><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.</p>	
<p><b>Learning Expectations:</b>  <b>3.1 Reinforce and further knowledge of other disciplines through the foreign language.</b></p>	
<p><b>Performance Indicators:</b></p>	
<p>The student is able to</p> <ul style="list-style-type: none"> <li>use target language topics in other school subjects and activities including sports, music, fashion, history, math, and art to produce interdisciplinary topics;</li> </ul>	<p><b>Student Edition:</b>            5 F, 22-23, 31 E, 59 #2, 82-83, 85-91, 116-117, 119-124, 148-149, 151-158, 185-192, 218-219, 221-228, 252-253, 255-263, 289-295, 298, 333, 344-345, 347-353</p> <p><b>Teacher Annotated Edition:</b>            AT 66 #2</p>
<ul style="list-style-type: none"> <li>assimilate background information, materials, and technology from other disciplines to use in target language classroom interaction;</li> </ul>	<p>Activities incorporating technology and materials from other school subjects may be found in <i>Bon voyage! French 1, 2, and 3</i> © 2008.</p>
<ul style="list-style-type: none"> <li>evaluate the accomplishments and contributions of famous speakers of the target language.</li> </ul>	<p><b>Student Edition:</b>            53 Charles Martel..., 54 L'Empereur Charlemagne, 89 Jeanne d'Arc..., 122 Le bon roi..., 125, 131, 151, 153, 158-159, 193, 199, 221, 286 Un important événement, 289-293, 296, 320-321, 324 Grand progrès..., 348 De Gaulle..., 355 Après la Seconde Guerre..., 358</p> <p><b>Teacher Annotated Edition:</b>            DYK 255</p>

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>The student is able to</p> <ul style="list-style-type: none"> <li>analyze the nuances of meaning of words and expressions for different contexts;</li> </ul>	<p>In addition to verbal nuances and common expressions, the following contain information on idioms, which are a prominent feature of <i>Trésors du temps</i> © 2005.</p> <p><b>Student Edition:</b>  11-13, 16-19, 18 #1.6, 21 H, 44-45 *, 55 *, 73-74, 111 #4.3, 142-143, 174 B, 176 E, 204 C, 210 C, 214-215, 245, 291-292 *, 311 Récapitulation..., 312 A, 313 B</p> <p><b>Teacher Annotated Edition:</b>  Sidebar 17</p>
<ul style="list-style-type: none"> <li>apply all moods including the subjunctive;</li> </ul>	<p><b>Student Edition:</b>  37-44, 67-75, 137-141, 169-177, 217, 335-340, 370-381</p>
<ul style="list-style-type: none"> <li>use new information and perspectives to analyze and appreciate the differences between other cultures and their own.</li> </ul>	<p>Students may use the following page references to analyze cultural differences between contemporary and historical societies.</p> <p><b>Student Edition:</b>  10 C, 116, 152 L'Académie française, 166-167, 221-222, 225 Le 14 juillet..., 236 E #4, 258 La Terreur, 266 D #4, 289-290, 320 La Deuxième République, 322 La Troisième République, 323 L'industrie..., 347-351, 365-367</p> <p><i>Discussion</i> 369</p> <p><b>Teacher Annotated Edition:</b>  DYK 3, 27, 28, 85, 86, 122, 347; P 32, 33</p>

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<b>IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture</b>	
<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.	
<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.	
<b>Performance Indicators:</b>	
The student is able to <ul style="list-style-type: none"> <li>generate derivatives/word families;</li> </ul>	<b>Student Edition:</b> 59 G #3, 97 **, 194 **, 294 B, 328 La mort de Gavroche <b>Teacher Annotated Edition:</b> DYK 25, 58; Sidebar 15
<ul style="list-style-type: none"> <li>utilize intonation and speech patterns for maximum communication;</li> </ul>	<b>Student Edition:</b> 19 C, 48 E, 78 D, 81 J, 114 F, 146 G, 157-158, 213 C, 281 F, 282-283, 333 <i>Exprimez-vous</i> 104 #2, 136, 299 #1, 334 #1 <b>Teacher Annotated Edition:</b> E ( <i>Exprimez-vous</i> ) 104
<ul style="list-style-type: none"> <li>expand on written communication through writing letters, poetry, and persuasive passages;</li> </ul>	The following page references include oral activities that may be completed in written format. <b>Student Edition:</b> 5 F, 59 G #1-#2, 65 E #1 and #3, 66, 91 E, 124 D #1, 198 E #3, 228 E #1 <i>Exprimez-vous</i> 36, 91 #1, 104 #1, 133, 156 E #1-#2, 168, 201, 233, 270, 306, 326, 334 #2, 356, 364 <b>Teacher Annotated Edition:</b> AT 66, 165; P 92 #1, 158
<ul style="list-style-type: none"> <li>demonstrate knowledge of complex grammatical concepts;</li> </ul>	<b>Student Edition:</b> 48 E, 77-80, 113-115, 144-146, 178-181, 212-216, 249-251, 279-285, 313-315, 340-343

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<ul style="list-style-type: none"> <li>refine communication for different levels of familiarity and respect;</li> </ul>	<p><b>Student Edition:</b> 43 Remarque, 48 E, 115 I-J, 207 *, 237 *, 245 Remarque aussi, 315 F, 339 F Par courtoisie..., 343 G</p> <p><b>Teacher Annotated Edition:</b> CL 130</p>
<ul style="list-style-type: none"> <li>analyze the nuances of meaning of words and expressions for different contexts;</li> </ul>	<p><b>Student Edition:</b> 43 Remarque, 48 D, 56, 94 *, 142-145, 147 H, 161 **, 174-176, 181 F, 189 * and **, 211 A-B, 214-215, 217 J, 246 M, 251 I, 256 **, 292 *, 295 E, 305 B, 310 B-311 top, 312 A-313 B, 329 *, **, ***, 358 *</p>
<ul style="list-style-type: none"> <li>apply all moods including the subjunctive.</li> </ul>	<p><b>Student Edition:</b> 18-21, 46-48, 77-81, 144-146, 178-181, 250 G, 335-337, 340-341</p> <p><i>Exprimez-vous</i> 127, 133, 168</p> <p><i>La grammaire en direct</i> 21, 81, 115, 146, 181, 315</p> <p><b>Teacher Annotated Edition:</b> TT 101</p>
<p><b>Learning Expectations:</b> 4.2 Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.</p>	
<p><b>Performance Indicators:</b></p>	
<p>The student is able to</p> <ul style="list-style-type: none"> <li>use verbal and nonverbal language appropriately to enhance communication as the circumstance dictates;</li> </ul>	<p>Instructors may direct students to complete the following activities with emphasis on non-verbal adjuncts to communication.</p> <p><b>Student Edition:</b> 200 B, 334 D #1</p> <p><i>Exprimez-vous</i> 5, 10, 36, 91, 101, 104 #2, 127, 198, 231, 233, 266, 270, 299 #1, 303 #1, 326 #1, 331, 360, 364</p>
<ul style="list-style-type: none"> <li>interact with others showing knowledge of conventions of polite society;</li> </ul>	<p>Instructors may direct students to complete the following activities with additional emphasis on appropriate emotion and attention to grammar.</p> <p><b>Student Edition:</b> <i>Exprimez-vous</i> 5, 10, 91, 124, 156, 263 #1, 303 #1, 354</p> <p><b>Teacher Annotated Edition:</b> TT 101</p>

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<ul style="list-style-type: none"> <li>incorporate the belief systems into a deeper understanding of cultures;</li> </ul>	<p><b>Student Edition:</b>  2-3, 5 F, 8-10, 26-28, 32-33, 53-56, 59 G #2, 85-89, 104 F #2, 117, 121-122, 124 D #1, 131-133, 148-149, 151-154, 186-189, 198 E, 255-261, 327, 350, 355  <i>Discussion</i> 51  <i>Photo</i> 46, 83 bottom</p> <p><b>Teacher Annotated Edition:</b>  DYK 3, 85</p>
<ul style="list-style-type: none"> <li>analyze the embedded systems (family, sports, education, etc.) that occur frequently in different cultures;</li> </ul>	<p>The following page references feature prominent historical systems and society. For systems in contemporary target cultures, please see <i>Bon voyage! French 1, 2, and 3</i> © 2008.</p> <p><b>Student Edition:</b>  9 Les régions économiques, 28 L'Eglise en Gaule, 29 La fleur de lis..., 122 Les conséquences..., 152 L'Académie française, 261, 349 La décolonisation, 350, 352 La France...  <i>Discussion</i> 253 #3, 369 #3-#4  <i>Exprimez-vous</i> 165 #1  <i>Photo</i> 15</p> <p><b>Teacher Annotated Edition:</b>  DYK 293</p>
<ul style="list-style-type: none"> <li>analyze relationships among varied tangible products, such as literary genres and art movements;</li> </ul>	<p><b>Student Edition:</b>  50-51, 60-65, 82-83, 116-117, 131-136, 148-149, 188-189, 259 La guillotine, 261, 286-287, 317 Le mobilier empire, 323 La machine à vapeur..., 327, 344-345, 350 L'euro..., 368-369  <i>Photo</i> 17 top, 36, 41, 279</p> <p><b>Teacher Annotated Edition:</b>  AC 87</p>
<ul style="list-style-type: none"> <li>analyze relationships among varied intangible products, such as anecdotes and oral traditions;</li> </ul>	<p><b>Student Edition:</b>  32, 33 Le gui du Nouvel An, 63-64, 89 **, 128, 189 La marche des idées, 195 **, 232 **, 256 **, 261 &lt;&lt;La Marseillaise&gt;&gt;, 295 #1  <i>Exprimez-vous</i> 31 #3</p> <p><b>Teacher Annotated Edition:</b>  DYK 25, 188, 293; P 60 #1</p>

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<ul style="list-style-type: none"> <li>develop an appreciation for traditions and customs of the target countries.</li> </ul>	<p>The page references below refer to historical traditions with some relationship to contemporary society. Please see <i>Bon voyage! French 1, 2, and 3</i> © 2008 for activities more directly related to contemporary customs and traditions.</p> <p><b>Student Edition:</b> 6-9, 28 L'Eglise en Gaule, 50-51, 261, 324 Grand progrès..., 327, 344-345, 351-352, 367 D #1, 368-369 <i>Exprimez-vous</i> 263 #2 <i>Photo</i> 46 top</p> <p><b>Teacher Annotated Edition:</b> DYK 88; P 33 top, 158</p>
<p><b>V. Standard Number 5 (Goal Five): Participate in Multicultural Communities at Home and Around the World</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 Use the language both within and beyond the school setting.</b></p>	
<p><b>Performance Indicators:</b></p>	
<p>The student is able to</p> <ul style="list-style-type: none"> <li>interact with community members whose jobs require knowledge of the target culture and proficiency in the target language;</li> </ul>	<p>See <i>Bon voyage! French 1, 2, and 3</i> © 2008 for activities related to student interaction with community members, jobs and use of the target language.</p>
<ul style="list-style-type: none"> <li>interact directly with native speakers in oral and/or written form;</li> </ul>	<p>See <i>Bon voyage! French 2 and 3</i> © 2008 for activities related to interactions with native speakers.</p>
<ul style="list-style-type: none"> <li>create, present, and discuss posters, ads, etc. in the target language for various situations;</li> </ul>	<p>See <i>Bon voyage! French 2 and 3</i> © 2008 for activities related to posters, ads, etc.</p>
<ul style="list-style-type: none"> <li>analyze the contributions of the target culture to American society.</li> </ul>	<p><b>Student Edition:</b> 56, 59 G #3, 186, 222 La France aide..., 260 *, 347-349</p> <p><b>Teacher Annotated Edition:</b> DYK 58; E 10</p>

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<p><b>5.2</b> Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p>	
<p><b>Performance Indicators:</b></p>	
<p>The student is able to</p> <ul style="list-style-type: none"> <li>discuss the main ideas and significant details of extended conversations, lectures, magazine and newspaper articles, and other media forms;</li> </ul>	<p><b>Student Edition:</b> 1-5, 22-23, 32-36, 60-66, 125-133, 148-149, 166-168, 193-198, 229-236, 296-306, 327, 328-331, 344-345, 358-367, 368-369</p>
<ul style="list-style-type: none"> <li>establish and/or maintain and interpersonal relationship with speakers of the target language;</li> </ul>	<p>For activities involving direct communication with target language speakers, please see the following page references in <i>Bon voyage! French 3</i> © 2008</p> <p><b>Student Edition:</b> 113 #3</p> <p><b>Teacher Annotated Edition:</b> C 176 Additional Practice; CC 151; CCC 65; CP 262</p>
<ul style="list-style-type: none"> <li>discuss in the target language current events in countries where that language is spoken.</li> </ul>	<p><b>Student Edition:</b> 354 D #3</p> <p><i>Exprimez-vous</i> 354</p> <p>See <i>Bon voyage! French 2</i> and <i>3</i> © 2008 for additional activities related to current events.</p>