

**Glencoe/McGraw-Hill**

**Trésors du temps Niveau avancé**

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**correlated to**

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

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**ACADEMIC STANDARDS**  
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<b>Standard 1 Communication: Write and speak in a language other than English</b>	
12.1.1 Initiate, sustain, and close conversations in varied situations.	SE: 130;  TE: 101; 130;
12.1.2 Exchange detailed information and opinions orally on a variety of topics.	SE: 5; 91; 124; 156; 228; 263; 303; 354; 367;  TE: T27; 33; 92; 104; 130;
12.1.3 Exchange detailed information and opinions in written form on a variety of topics.	SE: 127; 306; 315; 326; 331; 343;  TE: T11;
12.1.4 Make requests and ask different types of questions in a variety of social situations.	SE: 48; 213; 281–283; 285  TE: 285
12.1.5 Recognize and use situation-appropriate non-verbal communication.	SE: 4; 36; 59; 64;  TE: T12; 129;
12.1.6 Use speaking and listening strategies to facilitate communication.  Examples: Circumlocution, synonyms and antonyms	SE: 59; 77–78; 303;  TE: T10; T12; 60;
<b>Standard 2 Communication: Interpret information in a language other than English</b>	
12.2.1 Respond accurately to everyday requests, commands, and directions.	SE: 49, 113; 115; 282–284; 285  TE: 285
12.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  Example: Answer complex comprehension questions in the target language	SE: 1–5; 6–10; 22–23; 25–31; 85–91; 119–124; 221–228; 255–263; 289–295; 347–354; 361–364;  TE:

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<p>12.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts, using cognates and familiar vocabulary.</p>	<p>SE: 32–36; 50–51; 60–65; 102–104; 125–127; 128–130; 131–133; 134–136; 157–165; 193–198; 199–201; 229–231; 264–266; 267–270; 296–299; 328–331; 358–360;</p> <p>TE:</p>
<p><b>Standard 3 Communication: Present information in a language other than English</b></p>	
<p>12.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.</p>	<p>SE: 104; 136; 299; 334;</p> <p>TE:</p>
<p>12.3.2 Produce and present creative material on a variety of topics. Examples: Reports, plays, PowerPoint presentations, etc.</p>	<p>SE: 36; 66; 101; 104; 147; 200; 334;</p> <p>TE: T12; T15; 66; 130;</p>
<p>12.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.</p>	<p>SE:</p> <p>TE: T10; T12; 129;</p>
<p>12.3.4 Compose detailed written information with more varied vocabulary and structures.</p>	<p>SE: 21; 81; 104; 115; 251; 357;</p> <p>TE: T11; T46;</p>
<p><b>Standard 4 Cultures: Develop awareness of other cultures</b></p>	
<p>12.4.1 Analyze and reflect on cultural practices of the target cultures.</p>	<p>SE: 5; 10; 32–36; 59; 156; 263; 295; 365–367;</p> <p>TE:</p>
<p>12.4.2 Discuss products, perspectives, and symbols of the target cultures through guided participation.</p>	<p>SE: 6–10; 22–23; 60–65; 82–83; 92–101; 116–117; 131–133; 134–136; 148–149; 166–168; 182–183; 185–192; 193–198; 218–219; 221–228; 232–233; 252–253; 286–287; 296–299; 300–303; 304–306; 316–317; 328–331; 344–345; 347–354; 361–364;</p> <p>TE:</p>

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<p>12.4.3 Explain factors that influence practices, products, and perspectives.  Examples: Politics, gender equality, environmental issues, etc.</p>	<p>SE: 1–5; 6–10; 50–51; 85–91; 116–117; 119–124; 136; 229–231; 232–233; 264–266; 300–303; 358–360;  TE:</p>
<p>12.4.4 Explain the interrelations among the practices, products, and perspectives of the cultures studied.</p>	<p>SE: 23; 101; 119–124; 295; 316–317; 326; 354;  TE:</p>
<p>12.4.5 Explain significant events unique to the target cultures.</p>	<p>SE: 25–31; 53–59; 151–156; 185–192; 221–228; 234–236; 255–263; 267–270; 289–295; 319–326;  TE: ,</p>
<p>12.4.6 Explain contributions from other cultures.</p>	<p>SE: 85–91; 148–149; 353;  TE: 59;</p>
<p><b>Standard 5 Connections: Make connections to other content areas</b></p>	
<p>12.5.1 Make connections with other content areas through resources intended for native speakers.</p>	<p>SE: 82; 125–127; 287; 304–306; 334;  TE: 59;</p>
<p>12.5.2 Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas.  Examples: Puzzles, games, mini-lessons, cadet teaching, etc.</p>	<p>SE: 299; 345;  TE: 104;</p>
<p><b>Standard 6 Connections: Access and connect information through various media</b></p>	
<p>12.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive skills.  Examples: Electronic dictionaries, RSS feeds/Podcasts, streaming audio, streaming video, etc.</p>	<p>SE: 50; 66; 104; 295; 354; 367;  TE:</p>

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<p>12.6.2 Use digital media and culturally authentic resources to study target cultures.</p> <p>Examples: News broadcasts, online newspapers, pop culture materials, etc.</p>	<p>SE: 5; 9; 31; 59; 90; 116; 124; 148; 156; 168; 182; 192; 201; 228; 306; 326; 334; 345;</p> <p>TE:</p>
<p>12.6.3 Identify and evaluate resources intended for native speakers.</p>	<p>SE: 92–101; 128–130; 136; 157–165; 219; 253; 300–303; 368;</p> <p>TE: 233;</p>
<p><b>Standard 7 Comparisons: Investigate the nature of language and culture</b></p>	
<p>12.7.1 Use elements of word formation to expand vocabulary and derive meaning.</p> <p>Example: Prefixes, suffixes, roots</p>	<p>SE: 20; 31; 59; 79; 360; 363;</p> <p>TE: T13; 58;</p>
<p>12.7.2 Recognize and use a variety of language structures.</p> <p>Example: Mood</p>	<p>SE: 49, 78–81; 113–115; 144–147; 178–181; 212–213; 217; 248; 250–251; 312–315; 340–343;</p> <p>TE:</p>
<p>12.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.</p>	<p>SE: 5; 10; 11–21; 31; 36; 48; 49; 51; 59; 66; 91; 147; 180; 213–217; 249–251;</p> <p>TE: 5; 50; 304;</p>
<p>12.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.</p>	<p>SE: 101; 104</p> <p>TE: T12;</p>
<p>12.7.5 Compare systems of other cultures and the learner’s own culture.</p> <p>Examples: Educational, political, religious practices, etc.</p>	<p>SE: 65; 104; 198; 263; 266; 295; 303; 354; 367;</p> <p>TE: 32; 300; 365;</p>

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<p>12.7.6 Compare and contrast elements that shape cultural identity in the learner’s heritage and in the target cultures.</p>	<p>SE: 23; 31; 91; 156;  TE: T22; 33; 60;</p>
<p><b>Standard 8 Communities: Become an active global citizen by experiencing languages and cultures in multiple settings</b></p>	
<p>12.8.1 Share experiences from the world language classroom with others.</p>	<p>SE: 101;  TE:</p>
<p>12.8.2 Investigate and share with others the influences of the target language and cultures on the community.</p>	<p>SE: 31;  TE: T16; 33;</p>
<p>12.8.3 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 the cultures of the target language, travel abroad</p>	<p>SE: 21; 23; 356–357;  TE: T16;</p>
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