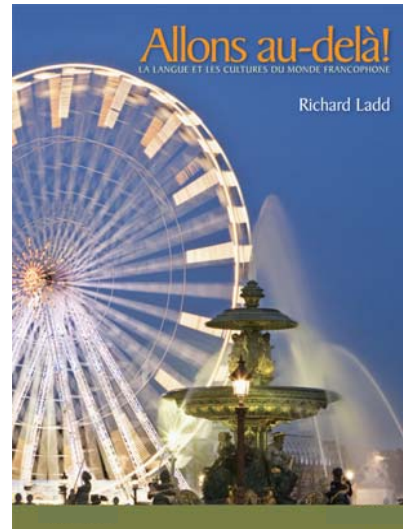


A Correlation of
Allons au-delà!
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To the
**Louisiana Content Standards
for World Languages
Grades 9-12**

SE ISBN: 9780133179538

Book Title: Allons au-delà © 2012 SE ISBN: 9780133179538 Grade Level: 9-12

Publisher: Savvas Learning Company Subject/Course: French

World Language Correlation

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COMMUNICATION STRAND

COMMUNICATION STANDARD 1

Interpretive Mode

Students understand and interpret spoken and written communication in the target language on a variety of topics.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-1-B1...demonstrating comprehension of simple oral and/or written instructions through appropriate physical response; (1)	This product does not cover these grade levels.	
CM-1-B2...demonstrating comprehension in age-appropriate oral discourse, such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes; (1, 4)	This product does not cover these grade levels.	

Key: SE Student Edition

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-1-B3...demonstrating comprehension of brief spoken and/or written messages on familiar topics, such as personal preferences, family, school events, and celebrations; (1)	This product does not cover these grade levels.	
CM-1-B4...identifying familiar people, events, places, animals, and things based on oral and/or simple written descriptions; (1)	This product does not cover these grade levels.	
CM-1-B5...demonstrating comprehension of simple oral and/or written statements using numbers, time, and weather; (1, 4)	This product does not cover these grade levels.	
CM-1-B6...demonstrating comprehension of the main idea contained in various media, such as simple announcements, illustrated texts, posters, or advertisements; (1, 4)	This product does not cover these grade levels.	
CM-1-B7...demonstrating comprehension of simple visual and auditory cues, such as gestures and intonation. (1)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-1-D1...demonstrating comprehension of oral and written instructions connected to daily activities through appropriate responses; (1)	This product does not cover these grade levels.	
CM-1-D2...demonstrating comprehension of the main ideas and identifying the principal characters in reading selections in age-appropriate literature from the target cultures; (1, 4)	This product does not cover these grade levels.	
CM-1-D3...demonstrating comprehension of spoken and written messages on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1, 4)	This product does not cover these grade levels.	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-1-D4...demonstrating comprehension of the main ideas and significant details from written, recorded, or live stories, songs, poems, and plays; (1,4)	This product does not cover these grade levels.	
CM-1-D5...demonstrating comprehension of oral and written messages by applying concepts of numbers, time, and weather to real-life situations; (1, 2, 4)	This product does not cover these grade levels.	
CM-1-D6...demonstrating comprehension of information in the target language from the news media, commercials, magazines, electronic mail, or other sources; (1, 4)	This product does not cover these grade levels.	
CM-1-D7...demonstrating comprehension of visual and auditory cues, such as gestures and intonation. (1)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-1-E1...demonstrating through appropriate responses an understanding of written and spoken language, as expressed by speakers of the target language in both formal and informal settings; (1)	SE: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393; <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Écrire, à vos stylos</i> , 15, 25–26, 37, 54, 73, 90, 121, 145, 166, 177, 192, 193, 204, 236, 237, 254, 265, 276, 277, 297, 311, 323, 338, 350, 366, 379, 418	
CM-1-E2...demonstrating comprehension of the main ideas and themes in selections from various literary genres and the arts; (1, 4)	SE: <i>Verifiez votre comprehension</i> (fiction, poèmes, etc.), 7, 23, 33, 63, 69–70, 83–84, 88, 102, 128, 141–142, 156–157, 188–189, 201–202, 213, 234, 262, 274, 293, 307, 321, 335, 347, 358, 360, 362, 364, 376, 390–391, 414; <i>Questions de comprehension</i> , 18–19, 28–29, 40, 134–135, 218–219, 299–300, 314–315, 381	
CM-1-E3...identifying the main ideas and significant details of live and/or recorded discussions, lectures, films, or presentations on personal current or past experiences; (1, 4)	SE: <i>Écouter</i> , 25, 36, 54, 72, 90, 105, 120, 131, 144, 165, 177, 191, 204, 215, 236, 252, 264, 276, 296, 310, 323, 337, 349, 365, 378, 393, 417	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
<p>CM-1-E4...identifying the main ideas from written or oral media, such as film, documentaries, and other presentations; (1, 4)</p>	<p>SE: <i>Écouter</i>, 25, 36, 54, 72, 90, 105, 120, 131, 144, 165, 177, 191, 204, 215, 236, 252, 264, 276, 296, 310, 323, 337, 349, 365, 378, 393, 417; also see: <i>Lectures</i>: articles, essais, 10–12, 27–28, 44–46, 50–51, 57–58, 74, 75–76, 92–93, 107–108, 112–116, 122–123, 146–147, 167–168, 179–180, 194, 206, 239–240, 266, 278–280, 325–326, 339–340, 367–368, 419–420</p>	
<p>CM-1-E5...understanding and applying information using mathematics, scheduling, weather or climate; (1, 3, 4)</p>	<p>SE: <i>Écouter</i>: périodes de fluctuation climatique, 25; <i>Comparer</i>: public health posters, 37, recommended food portions, 73, advertisements, 145, train schedules, 216, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Ligne de temps</i>, 252</p>	
<p>CM-1-E6...demonstrating an understanding of the principal elements of nonfiction articles from newspapers, magazines, radio, television, or the Internet on topics of current and/or historical importance to members of the target cultures; (1, 3, 4)</p>	<p>SE: <i>Lectures</i>: articles, essais, 10–12, 27–28, 44–46, 50–51, 57–58, 74, 75–76, 92–93, 107–108, 112–116, 122–123, 146–147, 167–168, 179–180, 194, 206, 239–240, 266, 278–280, 325–326, 339–340, 367–368, 419–420; <i>Verifiez votre comprehension</i> (nonfiction), 12–13, 47, 52, 116–117, 162, 228, 414; <i>Questions de comprehension</i>, 58–59, 76–77, 93, 108–109, 123, 147–148, 169, 180–181, 195, 207, 240–241, 256–257, 267, 280–281, 326–327, 340, 368, 397–398, 421</p>	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-1-E7...interpreting visual and auditory cues, such as gestures and intonation. (1)	SE: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393; <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349	

COMMUNICATION STANDARD 2

Interpersonal Mode

Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-2-B1...following and giving simple directions for participating in age-appropriate classroom and cultural activities; (1)	This product does not cover these grade levels.	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-2-B2...requesting and acknowledging clarification, assistance, permission, and directions; (1, 5)	This product does not cover these grade levels.	
CM-2-B3...exchanging basic information about people, events, places, animals, and things through description or by asking and answering simple questions; (1)	This product does not cover these grade levels.	
CM-2-B4...exchanging opinions and preferences about people, events, places, animals, and things; (1)	This product does not cover these grade levels.	
CM-2-B5...exchanging information incorporating numbers, time, and weather; (1, 2, 4)	This product does not cover these grade levels.	
CM-2-B6...requesting or providing and accepting or refusing items or services; (1)	This product does not cover these grade levels.	
CM-2-B7...using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)	This product does not cover these grade levels.	
CM-2-B8...sharing likes, dislikes, feelings, and emotions in a variety of situations. (1, 5)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-2-D1...following and giving directions for participating in age-appropriate classroom and cultural activities; (1)	This product does not cover these grade levels.	
CM-2-D2...requesting and acknowledging clarification, assistance, permission, and directions in a variety of settings; (1, 5)	This product does not cover these grade levels.	
CM-2-D3...exchanging information on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events; (1)	This product does not cover these grade levels.	
CM-2-D4...comparing, contrasting, and exchanging opinions and preferences about people, events, places, animals, and things; (1, 4)	This product does not cover these grade levels.	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-2-D5...exchanging and applying information incorporating numbers, time, schedules, and weather; (1, 4)	This product does not cover these grade levels.	
CM-2-D6...requesting and providing goods, services, or information in a variety of settings; (1, 4)	This product does not cover these grade levels.	
CM-2-D7...using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)	This product does not cover these grade levels.	
CM-2-D8...expressing feelings, emotions, and opinions in a variety of situations and appropriately responding to the feelings and emotions expressed by others. (1, 4)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-2-E1...following and giving detailed instructions for participating in age-appropriate classroom and cultural activities; (1)	SE: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393	
CM-2-E2...requesting, acknowledging, and supplying clarification, assistance, permission, and directions in a variety of settings; (1, 5)	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349	
CM-2-E3...exchanging information about past, current, or future events in the target cultures or those being studied in another subject; (1, 3, 4)	SE: <i>Recherches</i> , 16, 26, 72, 131, 191, 215, 264, 393; <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378; also see: <i>Perspectives culturelles</i> , 7–8, 13, 23, 34, 85, 89, 103, 117–118, 129, 157, 189, 214, 228–229, 275, 294, 308, 322, 336, 358, 362, 364, 377, 392, 415; <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-2-E4...sharing ideas about and personal reactions to a variety of sources, both live and recorded; (1, 4)	SE: <i>Écouter</i> , 25, 36, 54, 72, 90, 105, 120, 131, 144, 165, 177, 191, 204, 215, 236, 252, 264, 276, 296, 310, 323, 337, 349, 365, 378, 393, 417; <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349	
CM-2-E5...describing issues and problems that are of concern to members of the native and target cultures; (1, 2, 3, 5)	SE: <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	
CM-2-E6...negotiating the acquisition of goods, services, or information, according to changing circumstances; (1, 4)	SE: <i>Jeu de rôle</i> : explain product to a friend, 144, role play real estate agent, 165; <i>Infopublicité</i> , 121, 144; <i>Écrire, à vos stylos</i> : brochure, 25, food criticism, 73, letter, 90	
CM-2-E7...using age-appropriate greetings, gestures, and introductions to exchange essential information; (1)	SE: <i>Jeu de rôle</i> : interviews, 36, 165, 323, 349, 365–366, press conference, 337	
CM-2-E8...exchanging, supporting, and discussing opinions on a variety of topics dealing with personal, contemporary, or historical issues. (1, 3, 5)	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; also see: <i>Perspectives culturelles</i> , 7–8, 13, 23, 34, 85, 89, 103, 117–118, 129, 157, 189, 214, 228–229, 275, 294, 308, 322, 336, 358, 362, 364, 377, 392, 415; <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	

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COMMUNICATION STANDARD 3

Presentational Mode

Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-3-B1...giving simple instructions for age-appropriate classroom and/or cultural activities; (1)	This product does not cover these grade levels.	
CM-3-B2...presenting simple information incorporating numbers, time, and weather; (1, 4)	This product does not cover these grade levels.	
CM-3-B3...giving short oral and/or written messages about people, events, places, animals, and things; (1, 4)	This product does not cover these grade levels.	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-3-B4...dramatizing songs, short anecdotes, or poetry commonly known by peers in the target cultures; (1)	This product does not cover these grade levels.	
CM-3-B5...preparing illustrated stories, posters, or advertisements about activities or events in the native environment; (1, 3, 4)	This product does not cover these grade levels.	
CM-3-B6...telling or retelling simple stories orally or in writing; (1)	This product does not cover these grade levels.	
CM-3-B7...telling simple facts about products and/or practices of the target cultures. (1, 3, 4)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-3-D1...preparing and/or presenting short announcements and messages connected to daily activities in both the native and target cultures; (1)	This product does not cover these grade levels.	
CM-3-D2...presenting information incorporating numbers, time, and weather; (1, 4)	This product does not cover these grade levels.	
CM-3-D3...preparing and/or presenting short stories or brief reports about personal experiences, events, or other subjects; (1, 4)	This product does not cover these grade levels.	
CM-3-D4...presenting short plays and skits, reciting poems and anecdotes, and performing songs and/or dances in the target language; (1)	This product does not cover these grade levels.	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-3-D5...preparing audio- or video-recorded messages on topics of personal interest; (1, 3, 4)	This product does not cover these grade levels.	
CM-3-D6...preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities or events; (1, 2, 3, 4)	This product does not cover these grade levels.	
CM-3-D7...retelling, orally or in writing, selected pieces of age-appropriate literature and films or videos; (1, 4)	This product does not cover these grade levels.	
CM-3-D8...preparing short presentations about products and/or practices of the native and target cultures. (1, 3, 4)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-3-E1...summarizing and presenting information based on personal experiences, a topic from the target cultures, or other subject areas; (1, 4)	SE: <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378; also see: <i>Perspectives culturelles</i> , 7–8, 13, 23, 34, 85, 89, 103, 117–118, 129, 157, 189, 214, 228–229, 275, 294,308, 322, 336, 358, 362, 364, 377, 392, 415; <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	
CM-3-E2...producing information incorporating numbers, time, and weather; (1, 4)	SE: <i>Écouter</i> : périodes de fluctuation climatique, 25; <i>Comparer</i> : public health posters, 37, recommended food portions, 73, advertisements, 145, train schedules, 216, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Ligne de temps</i> , 252	
CM-3-E3...writing and/or performing original stories, poems, short plays, or skits based on personal experiences or on themes from the target cultures; (1, 4)	SE: <i>Écrire, à vos stylos</i> : modern fable, 106, adapt Tristan and Isolde for American culture, 350, fable, 366; also see: <i>Jeu de rôle</i> : histoire jouée, 105, dans d'autre contextes, 296, le théâtre vite fait, 417; also see: <i>Diffusion: Interview des personnages</i> , 349	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CM-3-E4...performing scenes from plays and/or reciting poems or excerpts from short stories commonly read by speakers of the target language; (1)	SE: <i>Jeu de rôle</i> : histoire jouée, 105, dans d'autre contextes, 296, le théâtre vite fait, 417; also see: <i>Diffusion: Interview des personnages</i> , 349	
CM-3-E5...writing a letter or an article for presentation or publication expressing opinions about an issue; (1, 3, 4, 5)	SE: <i>Écrire, à vos stylos</i> : essay, 15, food criticism, 73, position paper, 254	
CM-3-E6...preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities, events, goods, or services; (1, 2, 3, 4)	SE: <i>Prière d'afficher</i> , 54; <i>Jeu de rôle</i> : histoire jouée, 105, dans d'autre contextes, 296, le théâtre vite fait, 417; <i>Infopublicité</i> , 121, 144; <i>Aux affiches</i> , 215, 365; also see: <i>Diffusion: Interview des personnages</i> , 349	
CM-3-E7...summarizing the main plot, main idea, and characters in a literary selection or documentary from the target cultures; (1, 4)	SE: <i>Verifiez votre comprehension</i> , 7, 12–13, 23, 33, 47, 52, 63, 69–70, 83–84, 88, 102, 116–117, 128, 141–142, 156–157, 162, 174–175, 188–189, 201–202, 213, 228, 234, 262, 274, 293, 307, 321, 335, 347, 358, 360, 362, 364, 376, 390–391, 414; <i>Questions de comprehension</i> , 18–19, 28–29, 40, 58–59, 76–77, 93, 108–109, 123, 134–135, 147–148, 169, 180–181, 195, 207, 218–219, 240–241, 256–257, 267, 280–281, 299–300, 314–315, 326–327, 340, 368, 381, 397–398, 421	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
<p>CM-3-E8...preparing and presenting orally and/or in writing information describing elements of the target cultures, including literary genres, fine arts, and film. (1, 3, 4)</p>	<p>SE: <i>Présentation</i>, 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378; also see: <i>Perspectives culturelles</i>, 7–8, 13, 23, 34, 85, 89, 103, 117–118, 129, 157, 189, 214, 228–229, 275, 294, 308, 322, 336, 358, 362, 364, 377, 392, 415; <i>Comparaisons culturelles</i>, 52–53, 70–71, 163, 202, 235, 262</p>	

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**CULTURES STRAND
CULTURES STANDARD 1
Practices**

Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures.

**BEGINNING STAGE
BENCHMARKS 4-5**

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-1-B1...identifying and reacting to cultural perspectives and practices in the culture studied, such as greetings, leave-takings, and common social interactions; (1, 5)	This product does not cover these grade levels.	
CL-1-B2...identifying commonly held positive and negative generalizations about the culture studied; (1, 2, 4, 5)	This product does not cover these grade levels.	
CL-1-B3...participating in age-appropriate cultural activities, such as music, rhythm, dance, games, and/or celebrations; (1, 4, 5)	This product does not cover these grade levels.	

Book Title: Allons au-delà © 2012 SE ISBN: 9780133179538 Grade Level: 9-12

Publisher: Savvas Learning Company Subject/Course: French

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-1-B4...identifying social and geographic factors that impact cultural practices; (1, 4)	This product does not cover these grade levels.	
CL-1-B5...demonstrating a comprehension of common words, phrases, and idioms that reflect the target cultures; (1)	This product does not cover these grade levels.	
CL-1-B6...using units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock; (2, 4)	This product does not cover these grade levels.	
CL-1-B7...demonstrating an awareness of social customs related to religion, school, family life, folklore, and holidays. (4, 5)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-1-D1...using age-appropriate verbal and nonverbal behaviors in daily activities typical of the target cultures; (1, 4)	This product does not cover these grade levels.	
CL-1-D2...identifying cultural practices that give rise to commonly held generalizations and/or stereotypes; (2, 3, 4)	This product does not cover these grade levels.	
CL-1-D3...participating in age-appropriate cultural activities, such as games, social situations, class and school projects, and special occasions or holidays; (5)	This product does not cover these grade levels.	
CL-1-D4...identifying and describing social, geographic, and historical factors that impact cultural practices; (3, 4)	This product does not cover these grade levels.	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-1-D5...demonstrating an understanding of the cultural connotations of common words, phrases, and idioms; (1)	This product does not cover these grade levels.	
CL-1-D6...applying units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock;(2, 4)	This product does not cover these grade levels.	
CL-1-D7...identifying social customs related to religion, family life, folklore, and holidays; (3, 4, 5)	This product does not cover these grade levels.	
CL-1-D8...distinguishing differences in cultural practices and expressions among same-language cultures; (3, 4)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-1-E1...using appropriate verbal and nonverbal behaviors reflecting formal and informal situations; (1)	SE: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393; <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349	
CL-1-E2...describing and evaluating commonly held generalizations about the target cultures; (1, 2, 3)	For related material see: SE: <i>Recherches</i> : American and French expressions, 264; <i>Comparer</i> : chart and table comparing religious practices, 254, representations of liberty, 277, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Présentation</i> : where do the French live?, 165, national anthems, 277; also see: <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	
CL-1-E3...identifying, organizing, and/or participating in cultural practices such as games, sports, and entertainment; (1, 5)	For related material see: SE: <i>Prière d'afficher</i> , 54; <i>Jeu de rôle</i> : histoire jouée, 105, dans d'autre contextes, 296, le théâtre vite fait, 417; <i>Infopublicité</i> , 121, 144; <i>Aux affiches</i> , 215, 365; also see: <i>Diffusion: Interview des personnages</i> , 349	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
<p>CL-1-E4...identifying and explaining significant factors (historical, geographic, economic, political) that impact cultural practices;(4)</p>	<p>SE: <i>Recherches:</i> immigration, 16, environmental issue, 26, map and research language spoken in the United States, 264–265, music from another French–speaking culture, 393; <i>Comparer:</i> recycling systems, 26, public health posters, 37, charts of refugees and prisoners, 55–56, employment by gender, 193, charts of immigration, 238, chart and table comparing religious practices, 254, representations of liberty, 277, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Présentation:</i> environment, 25, family and society, 55, where do the French live?, 165; also see: <i>Perspectives culturelles</i>, 7–8, 13, 23, 34, 85, 89, 103, 117–118, 129, 157, 189, 214, 228–229, 275, 294,308, 322, 336, 358, 362, 364, 377, 392, 415; <i>Comparaisons culturelles</i>, 52–53, 70–71, 163, 202, 235, 262</p>	
<p>CL-1-E5...integrating culturally embedded words, phrases, and idioms in everyday communication; (1)</p>	<p>SE: <i>Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et définitions</i>, 8, 14, 24, 35, 48, 53, 64–65, 71, 85, 89, 104, 118, 130, 143, 158, 163–164, 176, 190, 203, 214, 229, 235, 251, 262–263, 275, 295, 308–309, 322, 336, 348, 364, 377, 392, 415–416</p>	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-1-E6...describing social customs related to religion, school, government, family life, folklore, and holidays; (3, 4, 5)	SE: <i>Comparer:</i> chart and table comparing religious practices, 254, representations of liberty, 277, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Présentation:</i> where do the French live?, 165, national anthems, 277; also see: <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	
CL-1-E7...comparing and contrasting cultural practices, expressions, and social customs among same-language cultures;(4)	SE: Map of French-speaking world, xii–xiii; <i>Recherches:</i> music from another French-speaking culture, 393; <i>Comparer:</i> chart and table comparing religious practices, 254, cadien et Français standard, 265; <i>Présentation:</i> where do the French live?, 165	

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CULTURES STANDARD 2

Products

Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-2-B1...identifying tangible products and symbols of the culture (e.g., toys, dress, types of buildings, and foods) using authentic materials; (1, 3)	This product does not cover these grade levels.	
CL-2-B2...identifying and reacting to expressive products of the target cultures, such as children’s songs, children’s literature, and types of art work; (1, 4)	This product does not cover these grade levels.	
CL-2-B3...recognizing major contributions or products of the target cultures. (3, 4, 5)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-2-D1...identifying tangible and intangible products and symbols of the culture (e.g., toys, dress, types of buildings, foods) using authentic materials; (1, 3)	This product does not cover these grade levels.	
CL-2-D2...recognizing major works of art, music, and/or literature of the target cultures; (1, 4)	This product does not cover these grade levels.	
CL-2-D3...identifying major scientific and historical contributions of the target cultures. (3, 4, 5)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CL-2-E1...identifying, describing, and/or producing symbols and products typical of the target cultures; (1, 3)	SE: <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378; <i>Recherches</i> , 16, 26, 72, 131, 191, 215, 264, 393; also see: ; <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	
CL-2-E2...discussing the expressive products of the target cultures, including visual arts, architecture, literature, dance, and music; (1, 4)	SE: <i>Lectures</i> : fictions (les histoires et romans), 32–33, 62–63, 67–69, 126–127, 133–134, 153–156, 184–188, 198–201, 217–218, 231–233, 244–249, 270–273, 286–293, 298–299, 304–306, 313–314, 318–320, 372–375, 384–390, poèmes, 22, 80, 81, 82, 260–261, 351, 356–357, 359, 361, 363, 380, fable, 98–101, satire, 210–212, conte de fée, 330–334, légende, 344–346, farce, 402–413; Chapitre 26; France, mère des arts!, 370–381	
CL-2-E3...summarizing the effects of the target cultures’ contributions/products on other societies. (1, 4)	SE: Chapitre 4: Liberté, égalité, fraternité, 42–59; Chapitre 26; France, mère des arts!, 370–381; also see: <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	

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**CONNECTIONS STRAND
CONNECTIONS STANDARD 1
Reinforcement**

Students reinforce and further their knowledge of other disciplines through the second language.

**BEGINNING STAGE
BENCHMARKS 4-5**

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CN-1-B1...demonstrating comprehension of oral messages related to topics studied in other classes; (1, 4)	This product does not cover these grade levels.	
CN-1-B2...explaining in simple terms basic concepts from other subject areas, including weather, measurements, animals, insects, and geography; (1, 4)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CN-1-D1...demonstrating comprehension of articles or short recordings in the target language on topics studied in other classes; (1, 4)	This product does not cover these grade levels.	
CN-1-D2...exchanging information about topics from other school subjects in the target language; (1, 4)	This product does not cover these grade levels.	
CN-1-D3...presenting oral or written reports in the target language on topics studied in other classes; (1, 4)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CN-1-E1...locating information using a variety of sources in the target language about a topic studied in other school subjects, using reading and/or listening skills; (1, 4)	SE: <i>Écouter</i> , 25, 36, 54, 72, 90, 105, 120, 131, 144, 165, 177, 191, 204, 215, 236, 252, 264, 276, 296, 310, 323, 337, 349, 365, 378, 393, 417; also see: <i>Lectures</i> : articles, essais, 10–12, 27–28, 44–46, 50–51, 57–58, 74, 75–76, 92–93, 107–108, 112–116, 122–123, 146–147, 167–168, 179–180, 194, 206, 239–240, 266, 278–280, 325–326, 339–340, 367–368, 419–420	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CN-1-E2...discussing topics from other school subjects in the target language; (1, 4)	For related material see: SE: <i>Approches Transdisciplinaires</i> , 47–48, 63–64, 142, 175, 348, 360; also see: <i>Recherches</i> : immigration, 16, environmental issue, 26, map and research language spoken in the United States, 264–265, music from another French-speaking culture, 393; <i>Comparer</i> : recycling systems, 26, public health posters, 37, charts of refugees and prisoners, 55–56, employment by gender, 193, charts of immigration, 238, chart and table comparing religious practices, 254, representations of liberty, 277, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Présentation</i> : environment, 25, family and society, 55, where do the French live?, 165	
CN-1-E3...combining information from other school subjects with information available in the second language in order to complete activities in the second language classroom. (1, 4)	For related material see: SE: <i>Approches Transdisciplinaires</i> , 47–48, 63–64, 142, 175, 348, 360; also see: <i>Recherches</i> : immigration, 16, environmental issue, 26, map and research language spoken in the United States, 264–265, music from another French-speaking culture, 393; <i>Présentation</i> : environment, 25, family and society, 55, where do the French live?, 165	

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CONNECTIONS STANDARD 2

Acquisition

Students acquire information and recognize the distinctive viewpoints that are only available through the second language and its cultures.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CN-2-B1...finding information in authentic materials. (1)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CN-2-D1...finding and using information in authentic materials. (1, 4)	This product does not cover these grade levels.	

**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CN-2-E1...comparing information found in authentic materials in both the native and target languages on topics of personal interest. (4)	SE: <i>Recherches</i> , 16, 26, 72, 131, 191, 215, 264, 393; <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	

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**COMPARISONS STRAND
COMPARISONS STANDARD 1
Nature of Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own language.

**BEGINNING STAGE
BENCHMARKS 4-5**

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-1-B1...citing and using words borrowed from the target language; (1, 3, 4)	This product does not cover these grade levels.	
CP-1-B2...citing and using cognates; (1, 4)	This product does not cover these grade levels.	
CP-1-B3...identifying idiomatic expressions in both the native and target languages; (1, 4)	This product does not cover these grade levels.	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-1-B4...demonstrating awareness of formal and informal expressions in the target language; (1, 2, 5)	This product does not cover these grade levels.	
CP-1-B5...identifying and comparing sound patterns; (1, 4)	This product does not cover these grade levels.	
CP-1-B6...identifying and practicing structural patterns of the target language; (1)	This product does not cover these grade levels.	
CP-1-B7...demonstrating awareness of a variety of ways to express ideas. (1, 2)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-1-D1...recognizing the differences and similarities between the words or expressions from the target and native languages; (1, 3, 4)	This product does not cover these grade levels.	
CP-1-D2...using cognates and false cognates appropriately; (1, 4)	This product does not cover these grade levels.	
CP-1-D3...demonstrating an awareness that phrases, ideas, and grammatical structures might not translate directly from one language to the other; (1, 4)	This product does not cover these grade levels.	
CP-1-D4...using formal and informal expressions in the target language; (1, 2, 5)	This product does not cover these grade levels.	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-1-D5...identifying and using critical sound distinctions that must be mastered in order to communicate meaning; (1, 4)	This product does not cover these grade levels.	
CP-1-D6...using the structural patterns of the target language; (1)	This product does not cover these grade levels.	
CP-1-D7...expressing ideas in a variety of ways. (1, 2)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-1-E1...describing grammatical elements of the target language and comparing them with grammatical elements in the native language; (1, 3, 4)	For related material see: SE: <i>Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et définitions</i> , 8, 14, 24, 35, 48, 53, 64–65, 71, 85, 89, 104, 118, 130, 143, 158, 163–164, 176, 190, 203, 214, 229, 235, 251, 262–263, 275, 295, 308–309, 322, 336, 348, 364, 377, 392, 415–416	
CP-1-E2...using cognates and false cognates appropriately; (1, 4)	For related material see: SE: <i>Mots apparentes</i> , 8, 14, 24, 35, 48, 53, 64–65, 71	
CP-1-E3...comparing meanings of words, idioms, and/or vocal inflections of the target and native languages; (1, 4)	SE: <i>Le style conversationnel et le dialect</i> , 243; <i>Recherches: American and French expressions</i> , 264; <i>Appendices: Expressions utiles</i> , 423–429; also see: <i>Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et définitions</i> , 8, 14, 24, 35, 48, 53, 64–65, 71, 85, 89, 104, 118, 130, 143, 158, 163–164, 176, 190, 203, 214, 229, 235, 251, 262–263, 275, 295, 308–309, 322, 336, 348, 364, 377, 392, 415–416	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-1-E4...comparing formal and informal expressions of the native and target languages; (1, 2, 5)	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Le style conversationnel et le dialect</i> , 243; also see: <i>Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et définitions</i> , 8, 14, 24, 35, 48, 53, 64–65, 71, 85, 89, 104, 118, 130, 143, 158, 163–164, 176, 190, 203, 214, 229, 235, 251, 262–263, 275, 295, 308–309, 322, 336, 348, 364, 377, 392, 415–416; <i>Appendices: Expressions utiles</i> , 423–429	
CP-1-E5...comparing and contrasting the writing and sound systems of the target and native languages; (1, 3, 4)	For related material see: SE: <i>Mots apparentes</i> , 8, 14, 24, 35, 48, 53, 64–65, 71; also see: <i>Recherches: American and French expressions</i> , 264	
CP-1-E6...using and comparing the structural patterns of the target and native languages; (1)	SE: <i>Recherches: American and French expressions</i> , 264; <i>Appendices: Expressions utiles</i> , 423–429; also see: <i>Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et définitions</i> , 8, 14, 24, 35, 48, 53, 64–65, 71, 85, 89, 104, 118, 130, 143, 158, 163–164, 176, 190, 203, 214, 229, 235, 251, 262–263, 275, 295, 308–309, 322, 336, 348, 364, 377, 392, 415–416	
CP-1-E7...expressing ideas in a variety of ways. (1, 2)	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Discussion</i> , 296, 350; <i>Diffusion: Interview des personnages</i> , 349; <i>Écrire, à vos stylos</i> , 15, 25–26, 37, 54, 73, 90, 121, 145, 166, 177, 192, 193, 204, 236, 237, 254, 265, 276, 277, 297, 311, 323, 338, 350, 366, 379, 418	

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COMPARISONS STANDARD 2

Concept of Culture

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own culture.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-2-B1...comparing simple patterns of verbal and nonverbal behavior or interaction in various cultural settings (e.g., table manners, greetings); (1, 4, 5)	This product does not cover these grade levels.	
CP-2-B2...comparing tangible products of the native and target cultures, using authentic materials (e.g., toys, food, clothing); (1, 3, 4)	This product does not cover these grade levels.	
CP-2-B3...comparing intangible products of the native and target cultures, using authentic materials (e.g., rhymes, songs, folktales); (1, 3, 4)	This product does not cover these grade levels.	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-2-B4...identifying contributions of the target cultures to the native culture (e.g., food, architecture, clothing, arts). (1, 4)	This product does not cover these grade levels.	

**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-2-D1...contrasting verbal and nonverbal behavior in native and target cultures; (1, 4, 5)	This product does not cover these grade levels.	
CP-2-D2...demonstrating an understanding of the reasons why certain products originate and are important to particular cultures; (1, 3, 4)	This product does not cover these grade levels.	

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Publisher: Savvas Learning Company Subject/Course: French

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-2-D3...comparing social customs of the native and target cultures (e.g., religion, family life, folklore, and holidays); (1, 3, 4)	This product does not cover these grade levels.	
CP-2-D4...comparing the practices and expressive products of the native and target cultures (e.g., historical, business or scientific contributions, music, works of art, and literature). (1, 4)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-2-E1...identifying and comparing perspectives and practices of the target culture with those of the native culture; (1, 4, 5)	SE: <i>Perspectives culturelles</i> , 7–8, 13, 23, 34, 85, 89, 103, 117–118, 129, 157, 189, 214, 228–229, 275, 294,308, 322, 336, 358, 362, 364, 377, 392, 415; also see: <i>Aux affiches</i> (explain American events to someone from another country), 215; <i>Écrire, à vos stylos</i> : adapt Tristan and Isolde for American culture, 350	
CP-2-E2...describing the relationship between the products and perspectives in the target culture and comparing these with the native culture; (1, 3, 4)	SE: <i>Perspectives culturelles</i> , 7–8, 13, 23, 34, 85, 89, 103, 117–118, 129, 157, 189, 214, 228–229, 275, 294,308, 322, 336, 358, 362, 364, 377, 392, 415; also see: <i>Aux affiches</i> (explain American events to someone from another country), 215; <i>Écrire, à vos stylos</i> : adapt Tristan and Isolde for American culture, 350	
CP-2-E3...comparing various institutions of the native and target cultures (e.g., educational, legal, economic, and governmental); (1, 3, 4, 5)	For related material see: SE: <i>Comparer</i> : school system grade level systems, 311, holidays in French school system with American holidays, 324	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CP-2-E4...identifying and describing cultural perspectives as reflected in a variety of literary and artistic genres. (1, 4)	SE: <i>Perspectives culturelles</i> , 7–8, 13, 23, 34, 85, 89, 103, 117–118, 129, 157, 189, 214, 228–229, 275, 294, 308, 322, 336, 358, 362, 364, 377, 392, 415; also see: <i>Lectures</i> : bande dessinée, 5–6, fictions (les histoires et romans), 32–33, 62–63, 67–69, 126–127, 133–134, 153–156, 184–188, 198–201, 217–218, 231–233, 244–249, 270–273, 286–293, 298–299, 304–306, 313–314, 318–320, 372–375, 384–390, poèmes, 22, 80, 81, 82, 260–261, 351, 356–357, 359, 361, 363, 380, lettre, 87, fable, 98–101, satire, 210–212, conte de fée, 330–334, légende, 344–346, farce, 402–413	

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**COMMUNITIES STRAND
COMMUNITIES STANDARD 1
Learning**

Students use the language both within and beyond the school setting.

**BEGINNING STAGE
BENCHMARKS 4-5**

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-1-B1...communicating on a personal level with speakers of the target language either face-to-face or via notes, electronic mail, and/or audio or video recordings; (1, 3, 4)	This product does not cover these grade levels.	
CT-1-B2...interacting with members of the local community using the target language; (1, 3, 4)	This product does not cover these grade levels.	
CT-1-B3...sharing knowledge about languages and culture with others in the community; (1, 5)	This product does not cover these grade levels.	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-1-B4...illustrating and presenting a logo, poster, greeting card, poem, skit, song, and/or story to present to others; (1, 2, 3, 4)	This product does not cover these grade levels.	
CT-1-B5...performing for a school, community, or special cultural event. (1, 3, 5)	This product does not cover these grade levels.	

DEVELOPING STAGE

BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-1-D1...communicating via letters, electronic means, audio or video recordings, or in face-to-face	This product does not cover these grade levels.	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
conversation with members of the target cultures regarding topics of general interest; (1, 3, 4)		
CT-1-D2...interacting with members of the local community using the target language, as well as local dialects; (1, 3, 4)	This product does not cover these grade levels.	
CT-1-D3...participating in age-appropriate class or club activities which benefit the school or community; (4, 5)	This product does not cover these grade levels.	
CT-1-D4...writing and illustrating a logo, poster, greeting card, poem, skit, song, and/or story to present to others in the school or community; (1, 2, 3, 4)	This product does not cover these grade levels.	
CT-1-D5...preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-1-E1...communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of personal interest, community, or world concern; (1, 3, 4)	For related material see: SE: <i>Écrire un courriel</i> , 25, 204; <i>Écrire, à vos stylos</i> : letter, 90, post card, 323; also see: <i>Présentation: Faites un CD ou MP3</i> , 120, 277, vidéo, 131, clip-vidéo, 365	
CT-1-E2...using community resources to research a topic related to culture and/or language study; (3, 4)	SE: <i>Recherches</i> , 16, 26, 72, 131, 191, 215, 264, 393	
CT-1-E3...participating in age-appropriate class or club activities which benefit the school or community; (4, 5)	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-1-E4...presenting researched material about foreign language and culture to others in the community; (1, 2, 3, 4)	SE: <i>Recherches</i> : immigration, 16, American and French expressions, 264, music from another French-speaking culture, 393; <i>Comparer</i> : charts of immigration, 238, chart and table comparing religious practices, 254, cadien et Français standard, 265, representations of liberty, 277, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Présentation</i> : where do the French live?, 165, national anthems, 277, versions of Cinderella, 337; also see: <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262	
CT-1-E5...preparing and/or performing for a school, community, or special cultural event. (1, 3, 4, 5)	SE: <i>Jeu de rôle</i> : histoire jouée, 105, dans d'autre contextes, 296, le théâtre vite fait, 417; <i>Infopublicité</i> , 121, 144; <i>Aux affiches</i> , 215, 365	

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COMMUNITIES STANDARD 2

Enrichment

Students show evidence of becoming lifelong learners by using the target language for enjoyment and enrichment.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-2-B1...reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment; (3, 4)	This product does not cover these grade levels.	
CT-2-B2...participating in age-appropriate sports and/or games from the target cultures; (1, 2, 5)	This product does not cover these grade levels.	
CT-2-B3...attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)	This product does not cover these grade levels.	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-2-B4...listening to music, singing songs, or playing musical instruments from the target cultures. (1, 4)	This product does not cover these grade levels.	

**DEVELOPING STAGE
BENCHMARKS GRADES 6-8**

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-2-D1...reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment; (3, 4)	This product does not cover these grade levels.	
CT-2-D2...identifying and participating in age-appropriate sports or games from the target cultures; (4, 5)	This product does not cover these grade levels.	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-2-D3...attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)	This product does not cover these grade levels.	
CT-2-D4...listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4)	This product does not cover these grade levels.	
CT-2-D5...planning a real or imaginary trip. (2, 3, 4)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-2-E1...reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment; (3, 4)	SE: Lectures: bande dessinée, 5–6, articles, essais, 10–12, 27–28, 44–46, 50–51, 57–58, 74, 75–76, 92–93, 107–108, 112–116, 122–123, 146–147, 167–168, 179–180, 194, 206, 239–240, 266, 278–280, 325–326, 339–340, 367–368, 419–420, poèmes, 22, 80, 81, 82, 260–261, 351, 356–357, 359, 361, 363, 380, fictions (les histoires et romans), 32–33, 62–63, 67–69, 126–127, 133–134, 153–156, 184–188, 198–201, 217–218, 231–233, 244–249, 270–273, 286–293, 298–299, 304–306, 313–314, 318–320, 372–375, 384–390, lettre, 87, fable, 98–101, autobiographie, 160–162, 172–174, 224–227, 255, satire, 210–212, conte de fée, 330–334, légende, 344–346, interview, 395–397, farce, 402–413	
CT-2-E2...participating in age-appropriate sports or games from the target cultures; (4, 5)	For related material see: SE: <i>Un sondage: La valeur des sports & Comparer: Le sport, préférences masculines et féminines</i> , 178; <i>Les pom-pom girls, nouvelle passion française?</i> , 179–181	

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BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-2-E3...attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures; (1, 4, 5)	For related material see: SE: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393; also see: <i>Comparer</i> : holidays in French school system with American holidays, 324	
CT-2-E4...listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures; (1, 4)	S For related material see: SE: <i>Présentation</i> : Faites un CD ou MP3, 120, 277, vidéo, 131, clip-vidéo, 365	
CT-2-E5...planning a real or imaginary trip. (2, 3, 4)	S For related material see: SE: <i>Bon Voyage!</i> Les questions du chapitre, 208; <i>À vos stylos</i> : Journal d'un voyage, 215-216; also see: <i>Présentation</i> : where do the French live?, 165; <i>Comparer</i> : of three chateaux, 379	

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COMMUNITIES STANDARD 3

Careers

Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-3-B1...identifying common professions; (3, 4, 5)	This product does not cover these grade levels.	
CT-3-B2...identifying and using simple vocabulary related to the world of work. (1, 4)	This product does not cover these grade levels.	

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**DEVELOPING STAGE
BENCHMARKS 6-8**

As students progress along the developing stage of the continuum of second language learning, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-3-D1...identifying professions in which the ability to communicate in the target language is a distinct advantage; (3, 4, 5)	This product does not cover these grade levels.	
CT-3-D2...identifying and using vocabulary related to the world of work; (1, 4)	This product does not cover these grade levels.	
CT-3-D3...reading and writing work-related notes and messages; (1)	This product does not cover these grade levels.	
CT-3-D4...reading and extracting information from materials, such as graphs and schedules; (2, 3, 4)	This product does not cover these grade levels.	

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**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
BENCHMARKS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the benchmark.
CT-3-E1...identifying careers or participating in school-to-work projects where proficiency in the target language and knowledge of the culture is required; (5)	SE: For related material see: <i>Présentation</i> : where do the French live?, 165; <i>Recherches</i> : map and research language spoken in the United States, 264–265; also see: <i>Un sondage</i> : Les jobs de l'avenir, 192	
CT-3-E2...writing and presenting work-related scenarios which incorporate appropriate vocabulary; (1, 4)	SE: <i>Jeu de rôle</i> : explain product to a friend, 144, role play real estate agent, 165; <i>Infopublicité</i> , 121, 144; <i>Écrire, à vos stylos</i> : brochure, 25, food criticism, 73, letter, 90	
CT-3-E3...reading and writing work-related notes, messages, and letters; (1)	SE: For related material see: <i>Écrire un courriel</i> , 25, 204; <i>Écrire, à vos stylos</i> : my future work, 192	
CT-3-E4...interpreting work-related materials, such as graphs and schedules; (2, 3, 4)	SE: <i>Comparer</i> : recycling systems, 26, charts of refugees and prisoners, 55–56, recommended food portions, 73, histogram, 178, employment by gender, 193, train schedules, 216, charts of immigration, 238, chart and table comparing religious practices, 254	
CT-3-E5...identifying and using work-place appropriate verbal and nonverbal behaviors. (1, 4, 5)	SE: <i>Jeu de rôle</i> : explain product to a friend, 144, role play real estate agent, 165	