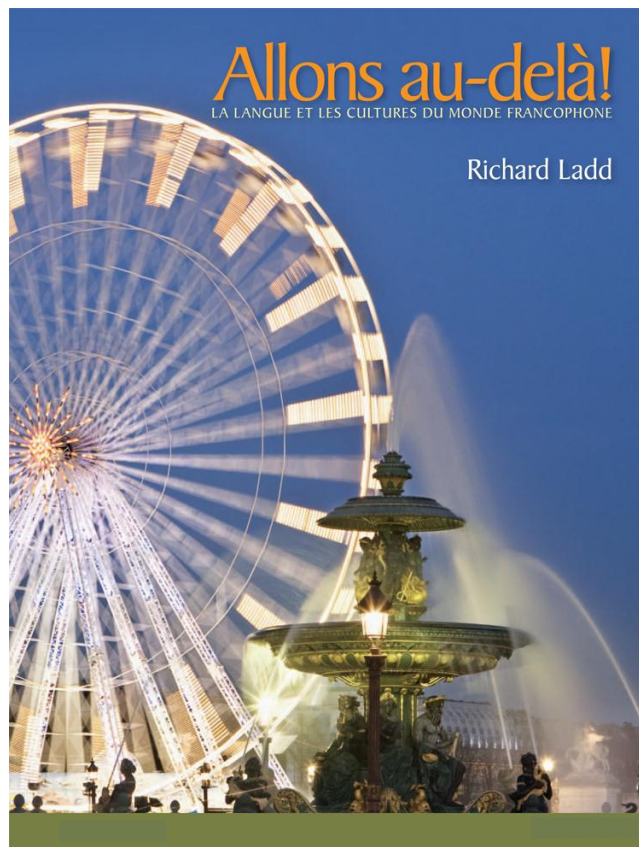


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To the

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Learning Objectives for Spoken Interpersonal Communication	
Primary Objective: The student engages in spoken interpersonal communications.	
➤ The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.	SE/TE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349
➤ The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.	SE/TE: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393
➤ The student elicits information and clarifies meaning by using a variety of strategies.	SE/TE: Pour communiquer: <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
➤ The student states and supports opinions in oral interactions.	SE/TE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Discussion</i> , 296, 350
➤ The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.	SE/TE: <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378; also see: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393
➤ The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.	SE/TE: <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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<ul style="list-style-type: none"> ➤ The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. 	<p>SE/TE: <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</p>
<ul style="list-style-type: none"> ➤ The student self-monitors and adjusts language production. 	<p>SE/TE: <i>Pour communiquer</i>, 15–16, 25–26, 54–55, 72–73, 90–91, 105–106, 120–121, 131–132, 144–145, 165–166, 192–193, 204–205, 215–216, 237–238, 253–254, 264–265, 276–277, 296–297, 311–312, 323–324, 337–338, 349–350, 365–366, 378–379, 393–394, 417–418</p>
<ul style="list-style-type: none"> ➤ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). 	<p>SE/TE: <i>Comparaisons culturelles</i>, 52–53, 70–71, 163, 202, 235, 262; 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</p>
<ul style="list-style-type: none"> ➤ The student demonstrates knowledge and understanding of content across disciplines. 	<p>SE/TE: <i>Approches Transdisciplinaires</i>, 47–48, 63–64, 142, 175, 348, 360</p>
Learning Objectives for Written Interpersonal Communication	
Primary Objective: The student engages in written interpersonal communications.	
<ul style="list-style-type: none"> ➤ The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations. 	<p>SE/TE: <i>Écrire, à vos stylos:</i> essay, 15, essay on rights, 54, food criticism, 73, essay on assimilation, 237, position paper, 254, essay on how to support French programs in American schools, 265, opinion essay about role of the arts in our lives, 379</p>
<ul style="list-style-type: none"> ➤ The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations. 	<p>SE/TE: <i>Écrire, à vos stylos:</i> write from another point of view, 37, letter, 90, modern fable, 106, describe your dream house, 166, how we decide on personal style, 177, my future work, 192, analysis of quote about language, 277, post card, 323</p>

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➤ The student writes formal correspondence in a variety of media using appropriate formats and conventions.	SE/TE: <i>Écrire, à vos stylos</i> : letter, 90, ad campaign targeting teens, 145, describe your dream house, 166, post card, 323
➤ The student elicits information and clarifies meaning by using a variety of strategies.	SE/TE: <i>Diffusion</i> : Interview des personnages, 349; also see: <i>Sondages</i> : school food, 72, <i>Manners</i> , 253; <i>Recherches</i> , 16, 26, 72, 131, 191, 215, 264, 393
➤ The student states and supports opinions in written interactions.	SE/TE: <i>Écrire, à vos stylos</i> : essay on rights, 54, food criticism, 73, essay on future of books, 121, ad campaign targeting teens, 145, describe your dream house, 166, position paper, 254, essay on how to support French programs in American schools, 265, opinion essay about role of the arts in our lives, 379
➤ The student initiates and sustains interaction during written interpersonal communication in a variety of media.	SE/TE: <i>Présentation</i> : environment, 25, family and society, 55, presentation on inventions, 121, reality shows, 131, where do the French live?, 165, stages of life, 204, national anthems, 277, versions of Cinderella, 337, rap, 365, work of art, 378, telejournal, 378
➤ The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.	SE/TE: <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
➤ The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.	SE/TE: <i>Écrire, à vos stylos</i> : ad campaign targeting teens, 145, how we decide on personal style, 177, magazine pages for immigrants, 236, analysis of quote about language, 277; <i>Présentation</i> : rap, 365
➤ The student self-monitors and adjusts language production.	SE/TE: <i>Écrire</i> , 15, 25–26, 37, 54, 73, 90, 121, 145, 166, 177, 192, 204, 236, 237, 254, 265, 276, 277, 297, 311, 323, 338, 350, 366, 379, 418

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➤ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).	SE/TE: <i>Comparer</i> , 16, 26, 37, 55–56, 73, 121, 132, 145, 166, 178, 205, 216, 238, 254, 265, 277, 297, 311, 324, 338, 350, 379; <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262
➤ The student demonstrates knowledge and understanding of content across disciplines.	SE/TE: <i>Approches Transdisciplinaires</i> , 47–48, 63–64, 142, 175, 348, 360
Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication	
Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.	
➤ The student demonstrates comprehension of content from authentic audio resources.	SE/TE: <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
➤ The student demonstrates comprehension of content from authentic audiovisual resources.	SE/TE: <i>Voir et écouter</i> , 15; <i>Présentation: Le rap</i> , 365
➤ The student demonstrates comprehension of content from authentic visual resources.	SE/TE: <i>Déchiffrons l'image</i> , 2, 20, 30, 42, 60, 78, 96, 110, 124, 138, 150, 170, 182, 196, 208, 222, 242, 258, 268, 284, 302, 316, 328, 342, 354, 370, 382, 400
➤ The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.	SE/TE: <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
➤ The student understands the purpose of a message and the point of view of its author.	SE/TE: <i>Voir et écouter</i> , 15; <i>Présentation: Le rap</i> , 365; <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>Déchiffrons l'image</i> , 2, 20, 30, 42, 60, 78, 96, 110, 124, 138, 150, 170, 182, 196, 208, 222, 242, 258, 268, 284, 302, 316, 328, 342, 354, 370, 382, 400

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<ul style="list-style-type: none"> ➤ The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources. 	<p>SE/TE: Voir et écouter, 15; <i>Recherches:</i> effects of technology on society, 131 music from another French-speaking culture, 393; <i>Comparer:</i> photos, 16, advertisements, 145, histogram, 178, Venn diagram, 205, train schedules, 216, representations of liberty, 277, photos of three chateaux, 379</p>
<ul style="list-style-type: none"> ➤ The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context. 	<p>SE/TE: Voir et écouter, 15; <i>Déchiffrons l'image,</i> 2, 20, 30, 42, 60, 78, 96, 110, 124, 138, 150, 170, 182, 196, 208, 222, 242, 258, 268, 284, 302, 316, 328, 342, 354, 370, 382, 400</p>
<ul style="list-style-type: none"> ➤ The student monitors comprehension and uses other sources to enhance understanding. 	<p>SE/TE: Voir et écouter, 15; <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</p>
<ul style="list-style-type: none"> ➤ The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s). 	<p>SE/TE: <i>Comparaisons culturelles,</i> 52–53, 70–71, 163, 202, 235, 262; <i>Recherches:</i> immigration, 16, map and research language spoken in the United States, 264–265; <i>Écrire, à vos stylos:</i> magazine pages for immigrants, 236, essay on assimilation, 237, analysis of quote about language, 277; <i>Comparer:</i> chart and table comparing religious practices, 254, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Présentation:</i> versions of Cinderella, 337; Compare war poems from different countries using graphic organizer, 91</p>
<ul style="list-style-type: none"> ➤ The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources. 	<p>SE/TE: <i>Comparaisons culturelles,</i> 52–53, 70–71, 163, 202, 235, 262; also see: <i>Comparer,</i> 16, 26, 37, 55–56, 73, 121, 132, 145, 166, 178, 205, 216, 238, 254, 265, 277, 297, 311, 324, 338, 350, 379</p>

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<ul style="list-style-type: none"> ➤ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). 	<p>SE/TE: <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>Déchiffrons l'image</i>, 2, 20, 30, 42, 60, 78, 96, 110, 124, 138, 150, 170, 182, 196, 208, 222, 242, 258, 268, 284, 302, 316, 328, 342, 354, 370, 382, 400</p>
<ul style="list-style-type: none"> ➤ The student demonstrates knowledge and understanding of content across disciplines. 	<p>SE/TE: <i>Approches Transdisciplinaires</i>, 47–48, 63–64, 142, 175, 348, 360</p>
Learning Objectives for Written and Print Interpretive Communication	
Primary Objective: The student synthesizes information from a variety of authentic written and print resources.	
<ul style="list-style-type: none"> ➤ The student demonstrates comprehension of content from authentic written and print resources. 	<p>SE/TE: <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>
<ul style="list-style-type: none"> ➤ The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. 	<p>SE/TE: <i>Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et definitions</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>
<ul style="list-style-type: none"> ➤ The student understands the purpose of a message and the point of view of its author. 	<p>SE/TE: <i>Stratégie pour la lecture</i>: Le point de vue et l'identification du style sur le mode de la conversation, 31, À la découverte de la satire, 209</p>

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<ul style="list-style-type: none"> ➤ The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources. 	<p>SE/TE: <i>Avant la lecture</i>, 3, 9, 21, 31, 43, 49, 61, 66, 79, 86, 97, 111, 125, 139, 151, 159, 171, 183, 197, 209, 223, 230, 243, 259, 269, 285, 303, 317, 329, 343, 355, 371, 383, 401</p>
<ul style="list-style-type: none"> ➤ The student demonstrates critical reading of written and print resources in the target cultural context. 	<p>SE/TE: <i>Après la lecture; En y réfléchissant:</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, (nonfiction), 12–13, 47, 52, 116–117, 162, 228, 414</p>
<ul style="list-style-type: none"> ➤ The student monitors comprehension and uses other sources to enhance understanding. 	<p>SE/TE: <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, (nonfiction), 12–13, 47, 52, 116–117, 162, 228, 414; <i>Dans la vie de tous les jours: 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</p>
<ul style="list-style-type: none"> ➤ The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s). 	<p>SE/TE: <i>Comparaisons culturelles</i>, 52–53, 70–71, 163, 202, 235, 262; <i>Recherches:</i> immigration, 16, map and research language spoken in the United States, 264–265; <i>Écrire, à vos stylos:</i> magazine pages for immigrants, 236, essay on assimilation, 237, analysis of quote about language, 277; <i>Comparer:</i> chart and table comparing religious practices, 254, school system grade level systems, 311, holidays in French school system with American holidays, 324; <i>Présentation:</i> versions of Cinderella, 337; Compare war poems from different countries using graphic organizer, 91</p>

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<ul style="list-style-type: none"> ➤ The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources. 	SE/TE: <i>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262; also see: <i>Comparer</i> , 16, 26, 37, 55–56, 73, 121, 132, 145, 166, 178, 205, 216, 238, 254, 265, 277, 297, 311, 324, 338, 350, 379
<ul style="list-style-type: none"> ➤ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). 	SE/TE: <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>Déchiffrons l'image</i> , 2, 20, 30, 42, 60, 78, 96, 110, 124, 138, 150, 170, 182, 196, 208, 222, 242, 258, 268, 284, 302, 316, 328, 342, 354, 370, 382, 400
<ul style="list-style-type: none"> ➤ The student demonstrates knowledge and understanding of content across disciplines. 	SE/TE: <i>Approches Transdisciplinaires</i> , 47–48, 63–64, 142, 175, 348, 360
Learning Objectives for Spoken Presentational Communication	
Primary Objective: The student plans, produces, and presents spoken presentational communications.	
<ul style="list-style-type: none"> ➤ The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance). 	SE/TE: <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
<ul style="list-style-type: none"> ➤ The student retells or summarizes information in narrative form, demonstrating a consideration of audience. 	SE/TE: <i>Stratégie pour la lecture : Résumer un texte</i> , 43; also see: <i>Verifiez votre compréhension</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, (nonfiction), 12–13, 47, 52, 116–117, 162, 228, 414
<ul style="list-style-type: none"> ➤ The student creates and gives persuasive speeches. 	SE/TE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Présentation</i> : environment, 25, family and society, 55

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➤ The student expounds on familiar topics and those requiring research.	SE/TE: <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>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262
➤ The student uses reference tools, acknowledges sources, and cites them appropriately.	SE/TE: <i>Recherches</i> , 16, 26, 72, 131, 191, 215, 264, 393
➤ The student self-monitors and adjusts language production.	SE/TE: <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378
➤ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).	SE/TE: <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>Déchiffrons l'image</i> , 2, 20, 30, 42, 60, 78, 96, 110, 124, 138, 150, 170, 182, 196, 208, 222, 242, 258, 268, 284, 302, 316, 328, 342, 354, 370, 382, 400
➤ The student demonstrates knowledge and understanding of content across disciplines.	SE/TE: <i>Approches Transdisciplinaires</i> , 47–48, 63–64, 142, 175, 348, 360
Learning Objectives for Written Presentational Communication	
Primary Objective: The student plans and produces written presentational communications.	
➤ The student produces a variety of creative writings (e.g., original story, personal narrative, script).	SE/TE: <i>Écrire, à vos stylos</i> : poem, 25–26, 90, 265, 276, write from another point of view, 37, modern fable, 106, continue a character’s story, 297, write a story, 311, continue a story, 338, adapt Tristan and Isolde for American culture, 350, fable, 366
➤ The student retells or summarizes information in narrative form, demonstrating a consideration of audience.	SE/TE: <i>Écrire, à vos stylos</i> : write from another point of view, 37, adapt Tristan and Isolde for American culture, 350; also see: <i>Stratégie pour la lecture : Résumer un texte</i> , 43

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➤ The student produces persuasive essays.	SE/TE: <i>Écrire, à vos stylos</i> : essay on rights, 54, food criticism, 73, ad campaign targeting teens, 145, position paper, 254, essay on how to support French programs in American schools, 265, opinion essay about role of the arts in our lives, 379
➤ The student produces expository writing, including researched reports.	SE/TE: <i>Écrire, à vos stylos</i> : essay, 15, essay on rights, 54, essay on future of books, 121, magazine pages for immigrants, 236, essay on assimilation, 237, essay on how to support French programs in American schools, 265
➤ The student uses reference tools, acknowledges sources, and cites them appropriately.	SE/TE: <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>Comparaisons culturelles</i> , 52–53, 70–71, 163, 202, 235, 262
➤ The student self-edits written work for content, organization, and grammar.	SE/TE: For related material see: <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
➤ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).	SE/TE: <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>Déchiffrons l'image</i> , 2, 20, 30, 42, 60, 78, 96, 110, 124, 138, 150, 170, 182, 196, 208, 222, 242, 258, 268, 284, 302, 316, 328, 342, 354, 370, 382, 400
➤ The student demonstrates knowledge and understanding of content across disciplines.	SE/TE: <i>Approches Transdisciplinaires</i> , 47–48, 63–64, 142, 175, 348, 360