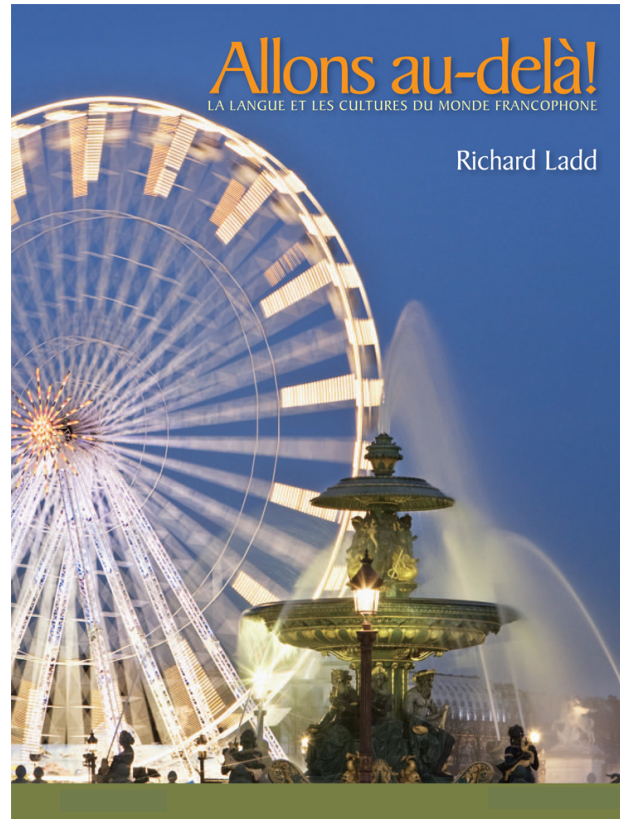


A Correlation of



to the

AP French Language and Culture Standards Effective Fall 2019

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

SUBMISSION TITLE: Allons au delà! : La langue et les cultures du monde francophone
GRADE LEVEL: 9-12
COURSE TITLE: AP French Language and Culture
COURSE CODE: 0701380
ISBN: Student Edition with Digital 7 Yr License: 9780328954896
PUBLISHER: Savvas Learning Company

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
Comprehend Text: Comprehend written, audio, audiovisual, and visual text.		
1.A.1	1.A.1: Identify the main idea.	Après la lecture, 7, 47, 83; Pendant la lecture, 46, 50, 112, 140; Les questions du chapitre, 354; Questions de compréhension, 381; also see: Thème du cours, 4, 10, 17, 38, 62, 67, 74, 80, 87, 92, 98, 107, 112, 122, 126, 133, 140, 146, 153, 160, 167, 198, 206, 210, 217, 224, 231, 239, 244, 255, 260, 266, 270, 278, 286, 298, 304, 313, 318, 325, 330, 339, 344, 351, 356, 359, 361, 363, 367, 372, 380, 384, 395, 402, 419
1.A.2	1.A.2: Identify supporting/relevant details.	Stratégies pour la lecture: Pour trouver les détails importants, 285; also see: Pendant la lecture, 32, 270, 286, 318, 345; Perspectives culturelles, 275; En y réfléchissant, 321
1.A.3	1.A.3: Retell or summarize information in narrative form.	Stratégie pour la lecture: Résumer un texte, 43; also see: Questions de compréhension, 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

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

1.A.4	1.A.4: Use sources to enhance comprehension.	Verifiez votre comprehension, 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; Questions de comprehension, 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
1.B.1	1.B.1: Identify and describe patterns and trends in data.	Comparer: charts of immigration, 238; also see: Comparer: Graphs, 26, 55, 56, 166, 178, 193, 254; Table, 73; Lisez le schéma et l'explication, 132; Schedules, 216, 311
1.B.2	1.B.2: Describe data from a table, chart, graph, map, or infographic.	Comparer: Graphs, 26, 55, 56, 166, 178, 193, 238, 254; Table, 73; Lisez le schéma et l'explication, 132; Schedules, 216, 311
Make Connections: Make interdisciplinary and cultural connections.		
2.A.1	2.A.1: Identify and/or describe content and connections among cultural topics.	Comparaisons culturelles, 52-53, 70-71, 163, 202, 235, 262; also see: Perspectives culturelles, 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; Aux affiches (explain American events to someone from another country), 215; Écrire, à vos stylos: adapt Tristan and Isolde for American culture, 350
2.A.2	2.A.2: Explain how data from a graph or table illustrate cultural topics or phenomena.	Comparer: 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; Présentation: where do the French live?, 165, national anthems, 277, versions of Cinderella, 337; also see: Comparaisons culturelles, 52-53, 70-71, 163, 202, 235, 262
2.A.3	2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.	Perspectives culturelles, 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

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

2.A.4	2.A.4: Infer cultural information from a text.	Après la lecture: En y réfléchissant, 7, 13, 23, 34, 47, 52, 63, 70, 84, 88, 102, 117, 128–129, 142, 157, 163, 175, 189, 202, 213, 228, 234–235, 274, 294, 321, 335, 347, 358, 360, 362, 364, 376, 391, 414; also see: Perspectives culturelles, 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
2.B.1	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.	Approches Transdisciplinaires, 47–48, 63–64, 142, 175, 348, 360; also see: Recherches: immigration, 16, environmental issue, 26, map and research language spoken in the United States, 264–265, music from another French-speaking culture, 393; Comparer: 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; Présentation: environment, 25, family and society, 55, where do the French live?, 165
2.B.2	2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.	Comparer: Graphs, 26, 55, 56, 166, 178, 193, 238, 254; Table, 73; Lisez le schéma et l'explication, 132; Schedules, 216, 311
2.B.3	2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena.	Recherches: immigration, 16, environmental issue, 26, map and research language spoken in the United States, 264–265, music from another French-speaking culture, 393; Comparer: 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; Présentation: environment, 25, family and society, 55, where do the French live?, 165
2.B.4	2.B.4: Infer interdisciplinary information from a text.	Approches Transdisciplinaires, 47–48, 63–64, 142, 175, 348, 360; also see: Recherches, 16, 26, 72, 131, 191, 215, 264, 393

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

Interpret Text: Interpret the content of written or audio text.		
3.A.1	3.A.1: Identify the intended audience.	Questions de compréhension, 280 (#8); Pour communiquer, 379 (#D2.e)
3.A.2	3.A.2: Identify the purpose.	Stratégie pour la lecture, 3, 21, 31, 43, 61, 79, 97, 111, 125, 139, 151, 171, 183, 197, 209, 223, 243, 259, 269, 285, 303, 317, 329, 343, 355, 371, 383, 401
3.A.3	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.	Stratégie pour la lecture: point de vue, 31; la découverte de la satire, 209; also see: Écrire ! Le point de vue, 37; Jeu de rôle: Au crime, 393
3.A.4	3.A.4: Identify organizing and/or rhetorical structures and/or strategies.	Stratégie pour la lecture: Lire la poésie , 21; La répétition et le tricolon, 171; Cause et effet, 183; L'intrigue et son schéma, 197
Make Meanings: Make meanings from words and expressions.		
4.A.1	4.A.1: Determine the meaning of a variety of vocabulary. (not assessed on Exam)	Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et définitions, 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
4.A.2	4.A.2: Deduce the meaning of unfamiliar words or expressions.	Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et définitions, 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
4.B.1	4.B.1: Use a variety of vocabulary in written and spoken communication.	Pour communiquer, 15-16, 25-26, 36-37, 54-55, 72-73, 90-91, 105-106, 120-121, 131-132, 144-145, 165-166, 177-178, 191-192, 204-205, 215-216, 236-237, 323-324, 337-338, 349-350, 365-366, 378-379, 393-394, 417-418
4.B.2	4.B.2: Explain and use idiomatic and culturally authentic expressions.	Le style conversationnel et le dialect, 243; Recherches: American and French expressions, 264; Appendices: Expressions utiles, 423-429; also see: Pour améliorer votre vocabulaire: Mots apparentes, synonymes, antonymes et définitions, 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

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

Speak to Others: Communicate interpersonally by speaking with others.		
5.A.1	5.A.1: Initiate, maintain, and close spoken exchanges.	Pour entamer une discussion, 423; L'opinion en générale, 423-424; Expressions pour la discussion et pour poser des questions, 423-427; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417
5.A.2	5.A.2: Comprehend an interlocutor's message in spoken exchanges.	Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324
5.A.3	5.A.3: Provide and obtain relevant information in spoken exchanges.	Jeu de rôle, 36, 105, 165; Un sondage, 192; Un entretien, 417
5.A.4	5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges.	Un sondage: La politesse, 253; Présentation : La salle de classe, 276; also see: Jeu de rôle, 36, 144, 165, 296, 310, 365; La capsule audio, 417
5.A.5	5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.	La capsule audio, 417; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417
5.A.6	5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.	Jeu de rôle : À la table ronde ! Situations, 310; La capsule audio, 417; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417
5.A.7	5.A.7: Use communication strategies, such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.	For related material see: Pour entamer une discussion, 423; L'opinion en générale, 423-424; Expressions pour la discussion et pour poser des questions, 423-427; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

5.B.1	5.B.1: Use a variety of grammar and syntax in spoken exchanges.	For related material see: Jeu de rôle : Avez-vous des questions ?, 337; Débat, 15, 36, 105, 166, 310, 324; also see: Pour faire des contrastes, 428
5.B.2.	5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.	For related material see: Des mots de transition, 429
5.B.3	5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.	For related material see: Présentation : Aujourd’hui et hier, 191; Débat : FLS—le français langue seconde, 237; also see: Pour mieux écrire, 427-429; Débat, 15, 36, 105, 166, 310, 324; also see: Pour faire des contrastes, 428
5.B.4	5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.	For related material see: Pour entamer une discussion, 423; L’opinion en générale, 423-424; Expressions pour la discussion et pour poser des questions, 423-427; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417
Write to Others Communicate interpersonally by writing to others.		
6.A.1	6.A.1: Initiate, maintain, and close written exchanges.	À vos stylos ! Une lettre, 90; Approches transdisciplinaires (#1), 175
6.A.2	6.A.2: Provide and obtain relevant information in written exchanges.	Sondage, 72, 131, 178, 192, 253; À vos stylos ! Une lettre, 90; Approches transdisciplinaires (#1), 175
6.A.3	6.A.3: Use a variety of grammar and syntax in written exchanges.	Pour mieux écrire, 427-429; also see: Écrire, à vos stylos, 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
6.A.4	6.A.4: Use register appropriate for the intended target culture audience in written exchanges.	À vos stylos ! Une lettre, 90; Approches transdisciplinaires (#1), 175; Recherches : La culture dans la langue, 264

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

6.A.5	6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.	For related material see: Pour mieux écrire, 427-429
6.B.1	6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.	Pour faire des contrastes, 428; Des mots de transition, 429
6.B.2	6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.	For related material see: Pour mieux écrire, 427-429; also see: Écrire, à vos stylos, 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
6.B.3	6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.	For related material see: Écrire, à vos stylos, 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
6.B.4	6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges. (not assessed on Exam)	For related material see: Pour mieux écrire, 427-429; also see: Écrire, à vos stylos, 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
Present Orally Communicate through spoken presentations.		
7.A.1	7.A.1: Use a process to plan spoken presentations.	Activité de révision, 94, 136, 220, 282, 352, 422; also see: Présentation, 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378
7.A.2	7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.	Débat, 15; Recherches, 16, 26, 36, 72, 131, 191, 215, 264, 393; Activité de révision, 94, 136, 220, 282, 352, 422

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

7.B.1	7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.	For related material see: ; Recherches : La culture dans la langue, 264; Jeu de rôle : À la table ronde ! Situations, 310; La capsule audio, 417; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417
7.B.2	7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.	For related material see: Pour faire des contrastes, 428; Des mots de transition, 429
7.B.3	7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.	For related material see: La capsule audio, 417; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417
7.B.4.	7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.	For related material see: Jeu de rôle : À la table ronde ! Situations, 310; La capsule audio, 417; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417
7.B.5	7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.	For related material see: Pour entamer une discussion, 423; L'opinion en générale, 423-424; Expressions pour la discussion et pour poser des questions, 423-427; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417
7.C.1.	7.C.1: Use a variety of grammar and syntax in spoken presentations.	For related material see: Jeu de rôle : Avez-vous des questions ?, 337; Débat, 15, 36, 105, 166, 310, 324; also see: Pour faire des contrastes, 428
7.C.2	7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.	For related material see: La capsule audio, 417; also see: Jeu de rôle, 15, 36, 105, 144, 165, 253, 296, 310, 337, 365; Débat, 15, 36, 105, 166, 310, 324; Un entretien, 417

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

7.C.3	7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.	For related material see: Pour mieux écrire, 427-429; also see: Écrire, à vos stylos, 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
7.D.1	7.D.1: Explain ideas and opinions with examples in spoken presentations.	Activité de révision, 94, 136, 220, 282, 352, 422
7.D.2	7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.	Comparaisons culturelles, 52-53, 70-71, 163, 202, 235, 262; also see: Perspectives culturelles, 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
Present in Writing Communicate through written presentations.		
8.A.1	8.A.1: Use a process to plan written presentations.	Écrire, à vos stylos, 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; Pour mieux écrire, 427-429
8.A.2	8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.	Recherches, 16, 26, 36, 72, 131, 191, 215, 264, 393; Présentation, 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378
8.B.1	8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.	Écrire, à vos stylos: essay, 15; essay on rights, 54; essay on future of books, 121; 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
8.B.2	8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.	For related material see: Pour mieux écrire, 427-429; also see: Écrire, à vos stylos, 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

**STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS**

8.C.1	8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.	For related material see: Pour faire des contrastes, 428; Des mots de transition, 429
8.C.2	8.C.2: Use a variety of grammar and syntax in written presentations.	For related material see: Pour mieux écrire, 427-429; also see: Écrire, à vos stylos, 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
8.C.3	8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.	For related material see: Pour mieux écrire, 427-429; also see: Écrire, à vos stylos, 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
8.C.4	8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.	For related material see: Écrire, à vos stylos, 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
8.C.5	8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations. (not assessed on Exam)	For related material see: Pour mieux écrire, 427-429; also see: Écrire, à vos stylos, 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
8.D.1	8.D.1: Explain ideas and opinions with examples in written presentations.	Écrire, à vos stylos: food criticism, 73; 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
8.D.2	8.D.2: Integrate information from sources and cite them appropriately in written presentations.	Recherches: immigration, 16; environmental issue, 26; hunger, malnutrition, government, 72; effects of technology on society, 131; American and French expressions, 264; map and research language spoken in the United States, 264-265; music from another French-speaking culture, 393