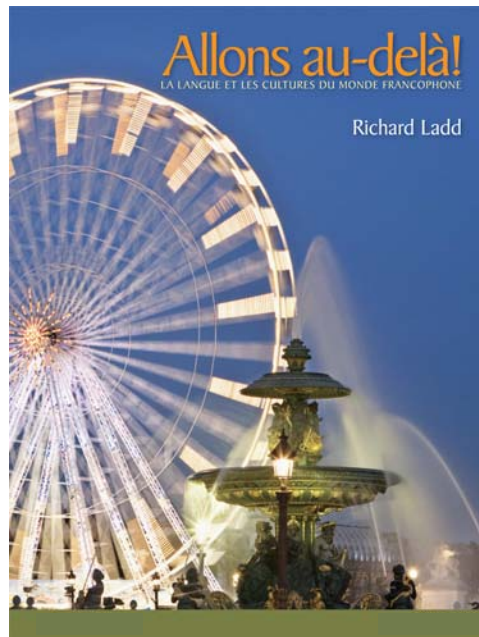


A Correlation of

Allons au-delà!

La langue et les cultures du monde francophone

©2012



To the

Nevada Foreign Language Content Standards

By the End of Fourth Year of High School Study

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INTRODUCTION

This document demonstrates how *Allons au-delà La langue et les cultures du monde francophone* ©2012 meets the objectives of the *Nevada Foreign Language Content Standards By the End of Fourth Year of High School Study*. Correlation page references are to the Student Edition and the Teacher's Edition.

Allons au delà! is a brand new literature anthology designed to prepare students for the new AP® French Examination coming in Spring 2012. This highly anticipated program provides thorough coverage of the Themes, Recommended Contexts, Essential Questions and Learning Objectives as outlined in the College Board Curriculum Framework.

Unit Organization

Each unit is organized around the Themes, Recommended Contexts, and Overarching Essential Questions. The varied reading selections (both fiction and non-fiction) serve as the springboard for a wide range of activities that:

- address the six Learning Objectives
- practice the testing formats
- develop learning strategies
- build vocabulary groups
- develop cultural perspectives

Key Benefits

- The only literature anthology available in the market written especially for the new AP French Language and Culture Examination including Themes, Essential Questions, Recommended Contexts, and Learning Objectives
- A wide variety of authentic literature selections representing both narrative and informational texts
- Extensive activities that build towards the Learning Objectives of the AP French Language and Culture Examination

This document demonstrates the high degree of success students will achieve by using *Allons au delà!*

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Nevada Foreign Language Content Standards	Allons au-delà ©2012
Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Respond effectively to factual and interpretive questions. 	SE: <i>Après la lecture</i> in every chapter: examples: 23, 47, 83
<ul style="list-style-type: none"> Use increasingly complex verb tenses and forms. 	SE: This is evident in all activities in the textbook due to intermediate high/advanced low proficiency levels required: examples 120, 144, 191
<ul style="list-style-type: none"> Interact in increasingly complex situations. 	SE: This is evident in all activities in the textbook due to intermediate high/advanced low proficiency levels required, especially in the section called <i>Allons au-delà</i> : examples 177, 310, 349
<ul style="list-style-type: none"> Analyze and discuss competently personal reactions to selected materials. 	SE: This is evident in many activities in the textbook, especially in the section called <i>Résumons-nous</i> at the end of each <i>Thème</i> : examples 94, 136, 220, 282, 352, 422
<ul style="list-style-type: none"> Use familiar idiomatic and nonverbal expressions and appropriate vocabulary. 	SE: This is evident in all activities in the textbook where the language is used in communicative contexts. See all the <i>Pour améliorer votre vocabulaire</i> activities: 130, 176, 190 and the many other activities other sections within each chapter.
<ul style="list-style-type: none"> Apply effectively strategies for questions, paraphrasing, circumlocution and self-correction. 	SE: Students apply strategies in each chapter in the sections called <i>Stratégie pour la lecture</i> : examples 61, 111, 197.
<ul style="list-style-type: none"> Demonstrate adequately patterns of pronunciation and intonation. 	SE: Students participate in a variety of speaking tasks in which pronunciation and intonation are demonstrated. See the many <i>Allons au-delà</i> speaking tasks: examples 215, 252, 337.
<ul style="list-style-type: none"> Express appropriately opinions and emotions. 	SE: Throughout the text, students express opinions and emotions. See the many activities in the <i>Allons au-delà</i> sections 215, 252, 337 and the <i>Résumons-nous</i> sections 94, 136, 220, 282, 352, 422.
<ul style="list-style-type: none"> Determine meaning by using contextual cues. 	SE/TE: Each <i>Lecture</i> is accompanied by <i>Pendant la lecture</i> notations in which students work with contextual cues: examples 155, 185, 225.

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<ul style="list-style-type: none"> Demonstrate creativity in the production of language. 	SE/TE: See the many activities in <i>Allons au-delà</i> section: examples 236, 264, 310.
Standard 2: Students understand and interpret written and spoken language on a variety of topics.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Advance from a literal and interpretive comprehension of the foreign language to a more critical appreciation of reading and listening skills. 	SE: See the many questions that follow each <i>Lecture</i> in the <i>Vérifiez votre compréhension</i> section and the <i>En y réfléchissant</i> section: examples 83, 128, 307.
<ul style="list-style-type: none"> Comprehend increasingly complex vocabulary. 	SE: See the many activities following each <i>Lecture</i> called <i>Pour améliorer votre vocabulaire</i> : examples: 130, 176, 190
<ul style="list-style-type: none"> Understand and paraphrase increasingly complex spoken and written material. 	SE: See the many activities following each <i>Lecture</i> called <i>Pour améliorer votre vocabulaire</i> : examples: 130, 176, 190. For complex spoken language, students listen to an authentic podcast in the <i>Allons au-delà</i> section: <i>Ecouter</i> . See 131, 165, 191. The audio files are available online for all students.
<ul style="list-style-type: none"> Obtain and analyze information from original materials by using background knowledge and contextual cues. 	SE: See the many activities following the <i>Lecture</i> called <i>Perspectives culturelles</i> : examples 189, 235, 275.
Standard 3: Students present information, concepts, and ideas in the foreign language to an audience.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Compose and present an original report on a topic of interest. 	SE: See the many tasks in the <i>Theme: Résumons-nous</i> section: 94, 136, 220, 282, 352, 422
<ul style="list-style-type: none"> Play roles in various situations. 	SE: See the role plays tasks in <i>Allons au-delà</i> section: examples 105, 144, 192
<ul style="list-style-type: none"> Give presentations on current events and cultural topics using appropriate expressions and intonation. 	SE/TE: See the many in <i>Allons au-delà</i> section: examples 145 G, 166 F, 205 F.

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Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Analyze the manner in which history influences the present. 	SE: 54 C, D, 120 C, 191 B, C
<ul style="list-style-type: none"> Adjust communication to the situation and audience. 	SE: Students adapt their language by being asked to communicate in different modes and for different tasks: examples 54-55, 90-91, 177-178.
<ul style="list-style-type: none"> Identify important persons in entertainment and the arts in the culture and recognize their achievements and contributions. 	SE: 9, 52, 54, 90, 91
Standard 5: Students understand the relationship between the products and perspectives of the culture studied.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Analyze the important contributions of the culture. 	SE: See the many <i>Perspectives culturelles</i> and <i>Comparaisons culturelles</i> : 52, 85, 163.
<ul style="list-style-type: none"> Correlate major historical events, literary works and other art forms to cultural practices. 	SE: 7, 13, 15, 16 52, 55
Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Present increasingly complex oral and written reports in the foreign language concerning topics studied in other courses. 	SE: 16, 37, 47, 54, 72, 90
<ul style="list-style-type: none"> Discuss brief articles, news broadcasts, commercial advertisements and videos in the foreign language concerning topics studied in other courses. 	SE: 36, 37, 101, 192, 264

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Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Describe the cultural differences and their distinctive viewpoints. 	SE/TE: See the many <i>Perspectives culturelles</i> and <i>Comparaisons culturelles</i> : 52, 85, 163.
<ul style="list-style-type: none"> Prepare reports using sources in the foreign language. 	SE: See the many <i>Recherche</i> activities in the <i>Allons au-delà</i> section: 72, 264, 349
Standard 8: Students understand the nature of language through comparisons of the foreign language with their own language.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Use complex idiomatic expressions and language structures. 	SE: See the many activities following each <i>Lecture</i> called <i>Pour améliorer votre vocabulaire</i> : examples: 130, 176, 190
<ul style="list-style-type: none"> Identify dialects from different regions, cultures, and contexts. 	SE: All <i>Ecouter</i> activities in each <i>Allons a-delà</i> section: examples: 15, 25, 54.
Standard 9: Students understand cultural similarities and differences.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Analyze the perspectives of the culture studied as they are reflected in art and literature. 	SE: See the many <i>En y réfléchissant</i> questions following each <i>Lecture</i> : examples 47, 70, 128, 129.
Standard 10: Students use the language in and outside of school.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> Interact with members of the pupil's community on various topics using the foreign language. 	TE: 47
<ul style="list-style-type: none"> Participate in a program to make the transition from school to work which requires proficiency in the foreign language and knowledge of the culture studied. 	This requirement is not specifically addressed in this textbook, falling outside of the program scope and sequence.

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Standard 11: Students develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.	
<i>By the end of fourth year of high school study students know and are able to do everything required in the previous years of study and:</i>	
<ul style="list-style-type: none"> • Prepare a project using various media concerning traveling and studying in a country where the foreign language is spoken. 	SE: 215, 216