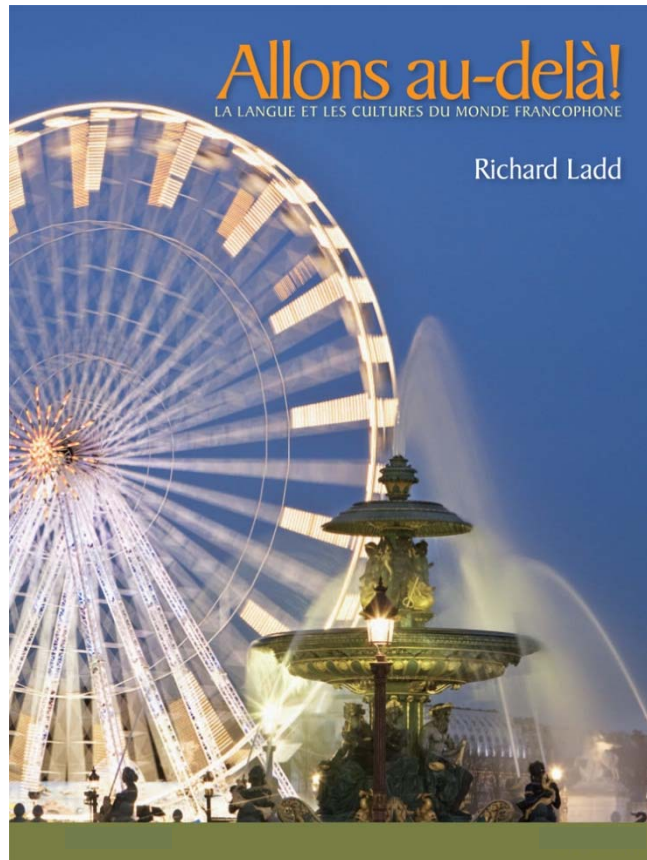


A Correlation of
Savvas
Allons au-delà!
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To the
**South Carolina Standards for
World Language Proficiency
Advanced High**

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To the
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Introduction

This document demonstrates how **Allons au-delà!**, ©2012, meets the South Carolina Standards for World Language Proficiency. Correlation page references are to the Student Edition. Alignments are cited at the page level.

Epecially written for the new AP® French Language and Culture Examination

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.

Student Edition Units

Global Challenges/*Les défis mondiaux*
Science and Technology/*La science et la technologie*
Contemporary Life/*La vie contemporaine*
Personal and Public Identities/*La quête de soi*
Family and Communities/*La famille et la communauté*
Beauty and Aesthetics/*L'esthétique*

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:

- Provide thorough coverage of Six Themes
- Practice the testing formats
- Develop learning strategies
- Build vocabulary groups
- Develop cultural perspectives

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South Carolina Standards for World Language Proficiency	Savvas Allons au-delà! ©2012
Advanced High (AH) Proficiency Level	
Learner Benchmark	
<ul style="list-style-type: none"> • AH.IL Interpretive Listening: I can easily follow narrative, informational and descriptive speech. • I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. • I can sometimes follow extended arguments and different points of view. 	
Learning Indicator	
AH.IL.1 I can easily understand detailed reports and exposés.	SE: <i>Voir et écouter</i> , 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
AH.IL.2 I can often understand various viewpoints in extended arguments.	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349
AH.IL.3 I can understand discussions and presentations on many concrete and abstract topics.	SE: <i>Discussion</i> , 296, 350; <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349
Learner Benchmark	
<ul style="list-style-type: none"> • AH.IR Interpretive Reading: I can easily follow narrative, informational, and descriptive texts. • I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. • I can sometimes understand extended arguments and different points of view. 	
Learning Indicator	
AH.IR.1 I can understand narrative, descriptive, and informational texts of any length.	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
AH.IR.2 I can read about most topics of special interest.	SE: <i>Thème du cours</i> , 4, 22, 32, 44, 62, 80, 98, 112, 126, 140, 152, 172, 184, 198, 210, 224, 244, 260, 270, 286, 304, 318, 330, 344, 356, 372, 384, 402; <i>Articles, essais</i> , 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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AH.IR.3 I can read most general fiction and non-fiction.	SE: <i>Lectures:</i> 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; satire, 210–212; autobiographie, 160–162, 172–174, 224–227, 255; conte de fée, 330–334; légende, 344–346; interview, 395–397; farce, 402–413
Learner Benchmark <ul style="list-style-type: none"> • AH.IC Interpersonal Communication: I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. • I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise. 	
Learning Indicator	
AH.IC.1 I can exchange complex information about academic and professional tasks.	SE: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393; <i>Diffusion: Interview des personnages</i> , 349
AH.IC.2 I can exchange detailed information on topics within and beyond my fields of interest.	SE: <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378; <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Sondages</i> , 72, 253
AH.IC.3 I can support my opinion and construct hypotheses.	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Discussion</i> , 296, 350

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Learner Benchmark <ul style="list-style-type: none"> AH.PS Presentational Speaking: I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise. 	
Learning Indicator	
AH.PS.1 I can present complex information on many concrete topics and related issues.	SE: <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378
AH.PS.2 I can present a viewpoint with supporting arguments on a complex issue.	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349
AH.PS.3 I can use appropriate presentational conventions and strategies.	SE: <i>Présentation</i> , 25, 55, 120, 131, 144, 165, 177, 191, 204, 215, 276, 277, 296, 337, 365, 378; , 252, 310, 324, 349
Learner Benchmark <ul style="list-style-type: none"> AH.PW Presentational Writing: I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise. 	
Learning Indicator	
AH.PW.1 I can write using target language and culture conventions to present and elaborate a point of view.	SE: <i>Écrire, à vos stylos</i> : essay on rights, 54, food criticism, 73, essay on future of books, 121, 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
AH.PW.2 I can write using target language and culture conventions for informal purposes.	SE: <i>Écrire, à vos stylos</i> : poem, 25–26, 90, 265, 276, letter, 90, post card, 323
AH.PW.3 I can write using target language and culture conventions for formal purposes.	SE: <i>Écrire, à vos stylos</i> : essay, 15, brochure, 25, essay on rights, 54, food criticism, 73, essay on future of books, 121, essay on assimilation, 237, position paper, 254

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Learner Benchmark <ul style="list-style-type: none"> A.CPP Investigation of Products and Practices: I can explain some diversity among the products and practices in other cultures and my own. 	
Learning Indicator A.CPP.1 I can explain some of the factors that contribute to why products and practices vary across cultures.	SE: <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
A.CPP.2 I can analyze how peoples' practices and behaviors reflect their cultures.	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; <i>Aux affiches</i> (explain American events to someone from another country), 215; <i>Recherches:</i> American and French expressions, 264, music from another French-speaking culture, 393; <i>Écrire, à vos stylos:</i> essay on assimilation, 237, essay on how to support French programs in American schools, 265, 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> national anthems, 277, versions of Cinderella, 337
A.CPP.3 I can explore topics of personal and professional interest.	SE: <i>Recherches</i> , 16, 26, 72, 131, 191, 215, 264, 393; <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

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Learner Benchmark <ul style="list-style-type: none"> A.CP Understanding of Cultural Perspectives: I can analyze and explain some cultural perspectives of individuals and institutions within a society. 	
Learning Indicator	
A.CP.1 I can explain how peoples' actions reflect their cultural beliefs.	SE: <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
A.CP.2 I can explain how social, political, religious, and economic institutions reflect cultural beliefs.	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; <i>Aux affiches</i> (explain American events to someone from another country), 215; <i>Recherches:</i> American and French expressions, 264, music from another French-speaking culture, 393; <i>Écrire, à vos stylos:</i> essay on assimilation, 237, essay on how to support French programs in American schools, 265, 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> national anthems, 277, versions of Cinderella, 337

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Learner Benchmark <ul style="list-style-type: none"> • A.CIA Participation in Cultural Interaction: I can interact at a competent level in familiar and some unfamiliar cultural contexts. 	
Learning Indicator	
A.CIA.1 I can comfortably interact and converse with peers and colleagues at school, work, or play.	SE: <i>Discussion</i> , 296, 350; <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393; <i>Diffusion: Interview des personnages</i> , 349; <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349
A.CIA.2 I can interact with people in some situations outside of my normal routine.	SE: <i>Jeu de rôle</i> , 15, 36, 105, 144, 165, 237, 296–297, 310, 323, 337, 365, 393; <i>Diffusion: Interview des personnages</i> , 349
A.CIA.3 I can navigate some formal and official procedures.	SE: <i>Débat</i> , 15, 36, 54, 90, 105, 166, 177, 205, 237, 252, 310, 324, 349; <i>Diffusion: Interview des personnages</i> , 349
A.CIA.4 I can understand that a cultural faux pas has occurred and understand how to correct it.	SE: For related material see: <i>Aux affiches</i> (explain American events to someone from another country), 215; <i>Recherches: American and French expressions</i> , 264; <i>Écrire, à vos stylos: essay on assimilation</i> , 237; <i>Comparer: chart and table comparing religious practices</i> , 254