

Planned Course: Exploratory French		Course Number: 553	Department: World Language
Unit: Geography		Grade Level: 8	
Estimated Time: 2 weeks		Level/Track: Standard	Date Approved: 7/15/08
PA Academic Standards	Core Concepts (in question format)	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
	<ul style="list-style-type: none"> Skills/Knowledge 		

<p><u>Content Standards:</u></p> <p>12.1 Communication Stage 1</p> <p>A. Know the basic sound system and spelling patterns of the target language.</p> <p>E. Identify words from the target language that are commonly used in English.</p> <p>F. Know how the target language has influenced other school curriculum areas.</p> <p>12.3 Culture Stage 1</p> <p>A. Identify fundamental products and customs of the target culture.</p> <p>C. Describe similarities and differences of life skills and social structures in personal interactions between cultures. D. Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit, chocolate, patio).</p>	<p>►Where did the French language originate?</p> <ul style="list-style-type: none"> Map of Europe History of the language <p>►Where else is French spoken?</p> <ul style="list-style-type: none"> World map European countries French departments overseas French territories overseas Former French territories all over the world Official language of Olympics <p>►How does the French language and culture connect to English and other languages?</p> <ul style="list-style-type: none"> Products and practices Language family tree Names of places in France are also used in the U.S. and elsewhere. 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> Discussion of student knowledge of francophone places Teacher explanation of history of Francophone places Discussion of culture. Map identification and labeling <p><u>Strategies:</u></p> <ul style="list-style-type: none"> Internet research Storybook reading Sharing products and practices of francophone places Sample foods in class Songs Games <p><u>Study Skills:</u></p> <ul style="list-style-type: none"> Maintain organized notebook Daily practice of key concepts <p>(Remedial)</p> <ul style="list-style-type: none"> Flash cards Posters <p>(Enrichment)</p>	<ul style="list-style-type: none"> Teacher observation of student performance Written test: students identify francophone places and their locations
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<p>12.5 Community</p> <p>Stage 1</p> <p>A. Know where in the local and regional community the target language and culture are useful.</p> <p>B. Know where in the national community the target language and culture are experienced.</p> <p>C. Know where the target language is spoken in the global community.</p> <p>D. Know simple comparisons and connections that can be made between the target language and English in the local, national and global communities.</p> <p>Stage 2</p> <p>A. Identify local resources for gathering information for practical purposes and for personal enjoyment.</p> <p>B. Identify national resources for gathering information for practical purposes and personal enjoyment.</p> <p>C. Identify global resources for gathering information</p>	<ul style="list-style-type: none"> • French-speaking places are well-known for historical or cultural reasons. • French around the world. 	<ul style="list-style-type: none"> – Research of francophone places – Posters / brochures / travel plans 		
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<p>for practical purposes and personal enjoyment.</p> <p><u>Performance Indicators:</u></p> <p>12.1.1 Communication Stage 1</p> <p>A. Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.3.1 Culture Stage 1</p> <p>A. Discuss the fundamental products and customs of the target culture in the target language.</p> <p>C. Model life skills and social interactions in the target language culture and in one's own culture.</p> <p>D. List and relate content subject words used in English that have origins in the target language.</p> <p>12.5.1 Community Stage 1</p> <p>D. Introduce one's self and respond to simple questions</p>				
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<p>in the local and regional community.</p> <p>Stage 3</p> <p>A. Name local employment areas area in which language skills may be used. Use the language at the necessary language community members in their occupations.</p>			
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