

Planned Course: Exploratory French	Course Number: 553	Department: World Language	
Unit: Greetings and Courtesies	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	Assessments
	<ul style="list-style-type: none"> Skills/Knowledge 	(identify some activities as remedial or enrichment activities)	(include types and topics)

<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>B. Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>C. Recognize common vocabulary terms through listening and reading.</p> <p>D. Know simple sentence and question structures in order to communicate.</p> <p>Stage 2</p> <p>A. Refine knowledge of the sound system and spelling patterns of the target language.</p> <p>12.3 Culture Stage 1</p> <p>B. Know typical expressions and gestures for basic social interactions in the target culture.</p> <p>C. Describe similarities and</p>	<p>▶How do you greet others and identify yourself?</p> <ul style="list-style-type: none"> greetings names <p>▶How do you give/ask for personal information?</p> <ul style="list-style-type: none"> age health where you live nationality language <p>▶How do you express opinions/moods?</p> <ul style="list-style-type: none"> likes/dislikes feelings/health <p>▶Which expressions do you use to show politeness and courtesy?</p> <ul style="list-style-type: none"> titles of address formal / familiar “you” common courtesies thanks, excuses 	<p><u>Activities:</u></p> <p>(Listening/Speaking):</p> <ul style="list-style-type: none"> Teacher modeling of new vocabulary / Choral response by students <p>(Reading / Writing):</p> <ul style="list-style-type: none"> Fill-in cartoon worksheet speech bubbles Compile vocabulary list with translations Complete worksheets for practice using vocabulary <p><u>Strategies:</u></p> <ul style="list-style-type: none"> Audio/visual aids: cartoon posters for choral response Individual/group work for speaking practice Use “outside the class” by teaching family and friends Command/response activities for daily review Pantomime for Total Physical Response (TPR) Songs Games Puzzles 	<ul style="list-style-type: none"> Teacher observation of students’ speaking and writing Written test: Students use unit vocabulary in an appropriate written context Speaking test: students greet and identify themselves in target language Oral Proficiency Interview (OPI) <ul style="list-style-type: none"> Comment t’appelles-tu? Quel âge as-tu? Tu parles français?
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<p>differences of life skills and social structures in personal interactions between cultures.</p> <p>D. Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit, chocolate, patio).</p> <p>12.5 Community Stage 1</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><u>Performance Indicators:</u> 12.1.1 Communication Stage 1</p> <p>A. Recite target language alphabet and associated</p>		<p><u>Study Skills:</u></p> <ul style="list-style-type: none"> - Maintain organized notebook - Practice speaking both in and out of the classroom <p>(Remedial):</p> <ul style="list-style-type: none"> - Graphic organizers - Flash cards <p>(Enrichment):</p> <ul style="list-style-type: none"> - Perform original skits - Conduct or participate in interviews 	
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<p>sounds and basic words with proper accentuation.</p> <p>B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family.</p> <p>C. Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>D. Use simple sentence and question structures in speaking and writing.</p> <p>Stage 2</p> <p>A. Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency.</p> <p>12.3.1 Culture</p> <p>Stage 1</p> <p>A. Discuss the fundamental products and customs of the target culture in the target language.</p> <p>B. Use culturally appropriate memorized expressions and gestures for basic social</p>			
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<p>interactions.</p> <p>C. Model life skills and social interactions in the target language culture and in one's own culture.</p> <p>12.5.1 Community Stage 1</p> <p>A. Introduce one's self and respond to simple questions in the local and regional community.</p> <p>B. Respond to simple questions and interpret simple messages on a national level.</p> <p>C. Introduce one's self, respond to simple questions and interpret simple messages on a global level.</p> <p>D. Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local, national and global communities.</p>				
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