

Planned Course: Exploratory French	Course Number: 553	Department: World Language	
Unit: French used in English	Grade Level: 8	Date Approved: 7/15/08	
Estimated Time: 1 week	Level/Track: Standard		
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (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>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>B. Know typical expressions and gestures for basic social interactions in the target culture.</p>	<p>► What French words do you use in English?</p> <ul style="list-style-type: none"> • student-compiled list <p>► What other French words do English-speakers use?</p> <ul style="list-style-type: none"> • teacher-provided list 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> – Class discussion of vocabulary – List of student-compiled vocabulary with definitions – List of teacher-provided vocabulary with definitions <p><u>Strategies:</u></p> <ul style="list-style-type: none"> – Audio-visual aids – Suggestions from faculty, friends, and family – Internet – Literature/dictionaries – Worksheets – Puzzles – Games <p><u>Study Skills:</u></p> <ul style="list-style-type: none"> – Maintain organized notebook <p>(Remedial)</p> <ul style="list-style-type: none"> – Graphic organizers – Flashcards <p>(Enrichment)</p> <ul style="list-style-type: none"> – Research projects – Use of French in written English 	<p>Test: Students match French words used in English to their definitions.</p>
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<p>C. Describe similarities and 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>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 experiences.</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>			
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<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></p> <p>12.1.1 Communication Stage 1</p> <p>E. Find words used in magazines, commercials and advertisements influenced by the target language.</p> <p>F. Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.</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</p>			
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<p>subject words used in English that have origins in the target language.</p> <p>12.5.1 Community Stage 1 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> <p>Stage 2 A. Use target language skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.</p>			
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