

<b>Planned Course: Exploratory French</b>	<b>Course Number: 553</b>	<b>Department: World Language</b>	
<b>Unit: Literature in Cinema</b>	<b>Grade Level: 8</b>		
<b>Estimated Time: One week</b>	<b>Level/Track: Standard</b>	<b>Date Approved: 7/15/09</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b>	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)
	<ul style="list-style-type: none"> <li>Skills/Knowledge</li> </ul>		

<p><b><u>Content Standards:</u></b></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>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>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</p>	<p>► What are some works of French literature?</p> <ul style="list-style-type: none"> <li>Phantom of Opera</li> <li>Count of Monte Cristo</li> <li>Three Musketeers</li> <li>Man in Iron Mask</li> <li>Around World in 80 Days</li> <li>20,000 Leagues Under the Sea</li> <li>Journey to Center of the Earth</li> <li>Hunchback of Notre Dame</li> <li>Les Misérables</li> <li>Beauty and the Beast</li> <li>Cinderella</li> <li>Others</li> </ul> <p>► Why are these works significant?</p> <ul style="list-style-type: none"> <li>Popular movies</li> <li>Several remakes</li> <li>Television versions</li> <li>Cartoon versions</li> <li>Broadway plays / musicals</li> <li>Well-known stories</li> </ul>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>Students watch a work of French literature in movie form</li> <li>Students complete a creative project based on the story</li> </ul> <p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>Discussion of plot and characters</li> <li>Explain historical significance of the story</li> <li>Discuss impact of story on our culture</li> <li>Author bios</li> <li>Internet research</li> <li>Character and location list</li> <li>Maps</li> </ul> <p><b><u>Study Skills:</u></b></p> <ul style="list-style-type: none"> <li>Maintain organized notebook</li> <li>Daily review of key concepts</li> </ul> <p>(Remedial):</p> <ul style="list-style-type: none"> <li>Reading books</li> <li>Flash cards</li> </ul> <p>(Enrichment)</p> <ul style="list-style-type: none"> <li>Reading books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation of student performance</li> <li>Students complete one of the following creative projects: <ul style="list-style-type: none"> <li>Journal of main character</li> <li>Write a sequel</li> <li>Perform a scene</li> <li>Build a miniature set</li> <li>Advertising poster</li> <li>Game</li> </ul> </li> </ul>
--	--	---	--

<b>Planned Course: Exploratory French</b>		<b>Course Number: 553</b>	<b>Department: World Language</b>	
<b>Unit: Literature in Cinema</b>		<b>Grade Level: 8</b>		
<b>Estimated Time: One week</b>		<b>Level/Track: Standard</b>	<b>Date Approved: 7/15/09</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • <b>Skills/Knowledge</b>	<b>Activities/Strategies/Study Skills</b> <b>(identify some activities as remedial or enrichment activities)</b>	<b>Assessments</b> <b>(include types and topics)</b>	

<p>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> <p>Stage 2</p> <p>A. Identify local resources for gathering information for practical purposes and for personal enjoyment.</p> <p><b><u>Performance Indicators:</u></b> 12.1.1 Communication Stage 1</p> <p>F. Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.</p>		<p>– Research</p>		
--	--	-------------------	--	--

<b>Planned Course: Exploratory French</b>		<b>Course Number: 553</b>	<b>Department: World Language</b>
<b>Unit: Literature in Cinema</b>		<b>Grade Level: 8</b>	
<b>Estimated Time: One week</b>		<b>Level/Track: Standard</b>	<b>Date Approved: 7/15/09</b>
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<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>B. Use culturally appropriate memorized expressions and gestures for basic social interactions.</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. 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</p> <p>A. Discuss the products and customs of the target culture in simple sentences in the target language.</p>			

<b>Planned Course: Exploratory French</b>		<b>Course Number: 553</b>	<b>Department: World Language</b>
<b>Unit: Literature in Cinema</b>		<b>Grade Level: 8</b>	
<b>Estimated Time: One week</b>		<b>Level/Track: Standard</b>	<b>Date Approved: 7/15/09</b>
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • <b>Skills/Knowledge</b>	<b>Activities/Strategies/Study Skills</b> <b>(identify some activities as remedial or enrichment activities)</b>	<b>Assessments</b> <b>(include types and topics)</b>

D. Read and comprehend simple sentences from the target language/culture in other school content areas.			
---	--	--	--