

<b>Planned Course: Exploratory French</b>	<b>Course Number: 553</b>	<b>Department: World Language</b>	
<b>Unit: Holidays</b>	<b>Grade Level: 8</b>		
<b>Estimated Time: One week</b>	<b>Level/Track: Standard</b>	<b>Date Approved: 7/15/08</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><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>C. Recognize common vocabulary terms through listening and reading.</p> <p>D. Know simple sentence and question structures in order to communicate.</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</p>	<p>► How do French-speaking cultures celebrate holidays?</p> <ul style="list-style-type: none"> <li>• Cuisine</li> <li>• Music</li> <li>• Dance</li> <li>• Practices</li> </ul> <p>► What holidays are celebrated during the year?</p> <ul style="list-style-type: none"> <li>• Christmas</li> <li>• Mardi Gras</li> <li>• May Day</li> <li>• Bastille Day</li> </ul>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>– Class discussion of holidays, history, and customs</li> <li>– Students learn a song to perform for other classes</li> <li>– Students bring in ethnic foods</li> </ul> <p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>– Teacher modeling of songs</li> <li>– Audio tapes</li> <li>– Dance and/or pantomime of songs</li> <li>– Props for song demonstration</li> <li>– Cultural information through worksheets and puzzles</li> <li>– Recipes</li> </ul> <p><b><u>Study Skills:</u></b></p> <ul style="list-style-type: none"> <li>– Daily song practice</li> <li>– Maintain organized notebook</li> </ul>	<ul style="list-style-type: none"> <li>• This unit is for cultural enrichment. No formal assessment.</li> <li>• Teacher observation of student performance.</li> </ul>
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<p>and gestures for basic social interactions in the target culture.</p> <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</p>			
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<p>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></p> <p>12.1.1 Communication</p> <p>Stage 1</p> <p>A. Recite target language alphabet and associated 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>D. Use simple sentence and question structures in speaking and writing.</p> <p>E. Find words used in magazines, commercials and advertisements influenced by the target language.</p> <p>F. Discuss with classmates</p>			
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<p>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>B. Use culturally appropriate memorized expressions and gestures for basic social interactions.</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. Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local,</p>			
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<p>national and global communities.</p> <p>Stage 2</p> <p>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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