

<b>Planned Course: Exploratory French</b>	<b>Course Number: 553</b>	<b>Department: World Language</b>	
<b>Unit: Second Language Skills</b>	<b>Grade Level: 8</b>		
<b>Estimated Time: 1 weeks</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> <ul style="list-style-type: none"> <li>• Skills/Knowledge</li> </ul>	<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>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.</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</p>	<p>▶How can English speakers avoid common errors in speaking a second language?</p> <ul style="list-style-type: none"> <li>• Most students will experience Language 1 / Language 2 interference.</li> <li>• Awareness of this interference is the cure.</li> </ul> <p>▶Are all cultures the same?</p> <ul style="list-style-type: none"> <li>• Different cultures have a unique identity.</li> <li>• Expect differences from your own culture.</li> </ul> <p>▶Are all languages the same?</p> <ul style="list-style-type: none"> <li>• Word order is different. (Literal translations are not always possible.)</li> <li>• Pronunciation rules are different.</li> <li>• Alphabets are unique.</li> <li>• Accents marks may be necessary.</li> <li>• Cognates usually have similar meanings.</li> </ul>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>– Draw items suggested by teacher, then discuss how these items may be different in other cultures</li> <li>– “Translate” English statements made incorrectly by non-English speakers</li> <li>– Compare spelling, meaning, and pronunciation of the same words in different languages</li> <li>– Compile language skills “rules” to use in each area of common errors</li> </ul> <p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>– Student drawings</li> <li>– Audio-visuales</li> <li>– Situational practice</li> <li>– Teacher modeling / Choral response</li> </ul> <p><b><u>Study Skills:</u></b></p> <ul style="list-style-type: none"> <li>– Maintain organized notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of student performance</li> <li>• Student use of language skills rules</li> </ul>
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<p>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><b><u>Performance Indicators:</u></b></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>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>12.5.1 Community Stage 1</p> <p>D. Use speaking, writing and reading to compare and</p>			
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connect the uses of English with the target language spoken in the local, national and global communities.					
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