

Planned Course: Exploratory French	Course Number: 553	Department: World Language	
Unit: Word of Day	Grade Level: 8		
Estimated Time: Daily	Level/Track: Standard	Date Approved: 7/15/08	
PA Academic Standards	Core Concepts (in question format) <ul style="list-style-type: none"> • 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>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>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 differences of life skills and social structures in personal interactions between</p>	<p>▶What are some simple, everyday phrases used by French-speakers?</p> <ul style="list-style-type: none"> • Interjections • Common questions • Frequently-used phrases 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> – Students copy a new word or phrase at the beginning of each class. – Students guess the meaning as the teacher uses the term in pantomime or situation. <p><u>Strategies:</u></p> <ul style="list-style-type: none"> – Teacher modeling / Choral response by students – Word list – Pantomime or gesture each phrase for Total Physical Response – Charades game for review and reinforcement <p><u>Study Skills:</u></p> <ul style="list-style-type: none"> – Maintain organized notebook – Daily practice of each phrase both in and out of class <p>(Remedial)</p> <ul style="list-style-type: none"> – Flash cards <p>(Enrichment)</p> <ul style="list-style-type: none"> – Phrase variations – Skits 	<ul style="list-style-type: none"> • Teacher observation of student performance • Written test: students identify meaning of each phrase • Oral Proficiency Interview: (OPI) • Students use various phrases in appropriate context
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<p>cultures.</p> <p>12.5 Community Stage 1 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><u>Performance Indicators:</u> 12.1.1 Communication Stage 1 A. Recite target language alphabet and associated sounds and basic words with proper accentuation. B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. C. Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs. D. Use simple sentence and question structures in speaking and writing.</p>			
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<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>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</p> <p>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</p>			
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<p>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> <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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