



GLENCOE FRENCH 1B

Bon voyage!

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STANDARDS		PAGE REFERENCES	
Communication: Communicate in languages other than English.			
Benchmark A: Engage in oral, written or signed conversation on familiar topics.			
Interpersonal			
1. Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, the arts).	Student Edition: R9 #12, 348 #2, 349 #4 <i>Parlons un peu plus</i> 481 <i>Writing Strategy</i> 349		
Benchmark B: Express personal preferences and feelings, and support opinions.			
Interpersonal			
2. Exchange information and support opinions about a given problem (e.g., directions, relationships, school situations).	Student Edition: R9 #11-#12, 267, 271 #18, 274 #24, 284, 295 #4, 316 #2, 363, 407 #8, 435 #6, 439, 447 #27 <i>Parlons un peu plus</i> 277, 309, 417, 449		
Benchmark C: Request and provide clarification.			
Interpersonal			
3. Clarify ambiguities (e.g., I meant Paul, not John.).	Student Edition: 304 #15, 335 #20, 336 #22, 367 #19, 338 #27		

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Benchmark D: Give and follow multistep directions.		
Interpersonal		
4. Give and follow a series of oral, signed and/or written requests.	Student Edition: 305 #18, 359 #5, 457 #4	
Benchmark E: Use culturally appropriate language and gestures in a variety of social settings.		
Interpersonal		
5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	Student Edition: 263 #3, 284 #1, 363 #11-#13, 471 #10-#12 <i>Parlons un peu plus</i> 277, 309 Teacher Wraparound Edition: AFL 325; RAS 416	
Benchmark F: Follow multistep directions.		
Interpretive		
6. Respond appropriately to complex directions (e.g., accessing Internet Web sites, solving multistep mathematical problems).	Teachers may use the following activities as an opportunity to present complex directions. Student Edition: <i>On parle super bien!</i> 288, 320, 352, 384, 428, 460, 492 Teacher Wraparound Edition: T22-T23; P 372	
Benchmark G: Derive meaning using aural, visual and contextual clues.		
Interpretive		
7. Derive meaning through the use of various clues (e.g., word order, tone, purpose).	Student Edition: R5, R16, R26, 300, 303, 332, 369, 413, 444, 472, 475, 478, 495 Teacher Wraparound Edition: AFL 416; P 367	

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<p>Benchmark H: Identify a speaker’s or author’s purpose and discuss the main idea, characters and supporting details in a variety of media.</p>	
<p>Interpretive</p>	
<p>8. Provide a different ending to a story.</p>	<p>Students may provide different endings to stories as part of the following activities.</p> <p>Student Edition: <i>On parle super bien!</i> 288, 320, 352, 384, 428, 460, 492 <i>Vous avez compris?</i> 517</p> <p>Teacher Wraparound Edition: AC 281</p>
<p>9. Use information from authentic sources (e.g., primary, secondary) to summarize, make generalizations and draw conclusions.</p>	<p>Student Edition: 439 #9 <i>Reading Strategy</i> 374, 482 <i>Vous avez compris?</i> R14, R24, 276, 279, 283, 308, 313, 340, 343, 345, 375, 379, 448, 451, 455, 483, 494, 509, 517</p> <p>Teacher Wraparound Edition: T26-T29</p>
<p>Benchmark I: Narrate an event, a personal experience or an original story.</p>	
<p>Presentational</p>	
<p>10. Report on a past or present event (e.g., Caesar’s assassination, major school activity).</p>	<p>The following projects may be expanded to include reporting on events.</p> <p>Student Edition: 349, 457 #5 <i>French Online</i> 295, 331</p> <p>Teacher Wraparound Edition: CP 297, 339; FO 375; NS 323; RAS 345, 423</p>
<p>Benchmark J: Present original work and cultural material.</p>	
<p>Presentational</p>	
<p>11. Present a simulation of a cultural event (e.g., celebration, holiday).</p>	<p>Discussion of cultural events will aid students in presenting simulations.</p> <p>Student Edition: 443 #19 <i>Lecture supplémentaire</i> 376, 377</p> <p>Teacher Wraparound Edition: RAS R12</p>

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12. Produce informal and formal written materials (e.g., newsletters, student publications of prose or poetry, Web sites) for specific audiences.	Student Edition: 284 #3, 285 #4, 349, 381, 425, 456 #3, 457, 489 Teacher Wraparound Edition: CP 339; RAS 423
Benchmark K: Apply age-appropriate writing process strategies to publish a document for a range of audiences.	
Presentational	
13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	Student Edition: <i>Writing Strategy</i> 285, 317, 349, 381, 425, 489
Cultures: Gain knowledge and understanding of other cultures.	
Benchmark A: Investigate, discuss and report on practices and perspectives of the target culture.	
Practices	
1. Observe, identify and discuss behavior patterns of the target culture peer group.	Student Edition: 297, 325, 328-329, 432-433 <i>Conversation</i> 448 <i>Lecture supplémentaire</i> 312-313 <i>Lectures culturelles</i> 374-375 Teacher Wraparound Edition: NS 323
2. Identify variations of cultural practices among target language communities (e.g., Senegal/France, Basques in Spain, emperor worship in various regions of the ancient Roman Empire).	Student Edition: xviii-xxiii <i>Lecture supplémentaire</i> 376-377, 420-421 <i>Lectures culturelles</i> 310-311, 342-343, 418-419 Teacher Wraparound Edition: NS 323
Benchmark B: Participate in and discuss age-appropriate cultural practices.	
Practices	
3. Participate in age-appropriate cultural practices (e.g., games, sports, entertainment).	Student Edition: 302 #14, 380 #3 <i>Parlons un peu plus</i> 309, 449 Teacher Wraparound Edition: CP 297; NS 323

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Benchmark C: Investigate, discuss and report on products and perspectives of the target culture.			
Products			
4. Reproduce artifacts from the target culture (e.g., painting, origami, ancient Roman lamp, piñatas).	Student Edition: 447 #27	Teacher Wraparound Edition: RAS 377, 379	
5. Discuss expressive products of the target culture (e.g., art, literature, music, dance).	Student Edition: 439 #9 <i>Connexions</i> 378-379 <i>Lecture supplémentaire</i> 452-453 <i>Vous avez compris?</i> 509, 511, 517, 522-523	Teacher Wraparound Edition: AC 438, 439, 446, 447, 507, 508, 511; CP 437; LR 435; MC 272; SC 259, 291, 323, 355, 399, 431, 463	
Benchmark D: Identify significant contributions and historical figures from the target culture.			
Products			
6. Identify major contributions and historical figures from the target culture (e.g., paper making, textiles, aqueducts, medicine, leaders, inventors).	Student Edition: 439 #9 <i>Connexions</i> 378-379 <i>Lecture supplémentaire</i> 281, 485	Teacher Wraparound Edition: AC 438, 439, 446, 447; CP 437; SC 259, 291, 323, 355, 399, 431, 463	
Connections: Connect with other disciplines and acquire information.			
Benchmark A: Investigate, analyze and present concepts from across disciplines.			
Integrated Studies			
1. Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, the environment).	Student Edition: 349	Teacher Wraparound Edition: CP 297, 339	
2. Investigate and report on artwork and artists of the target culture.	Student Edition: <i>Connexions</i> 378-379	Teacher Wraparound Edition: CP 437	

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<p>3. Use knowledge of the target language to clarify and expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes).</p>	<p>Student Edition: 303 <i>Note</i> 465 <i>Vous avez compris?</i> 423 Teacher Wraparound Edition: RAS 433</p>
<p>Benchmark B: Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.</p>	
<p>New Viewpoints</p>	
<p>4. Use target language sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, use of pesticides).</p>	<p>Student Edition: <i>Connexions</i> 378-379, 422-423 <i>Lecture supplémentaire</i> 376, 377, 420-421 <i>Lectures culturelles</i> 342-343, 418-419</p>
<p>Comparisons: Develop insight into the nature of language and culture.</p>	
<p>Benchmark A: Identify and discuss linguistic structures of the target language and English.</p>	
<p>Linguistic Comparisons</p>	
<p>1. Identify and discuss less familiar cognates (e.g., culpable, inevitable) and sentence structure comparisons (e.g., placement of prepositions: magna cum laude=with great praise) to improve language skills.</p>	<p>Student Edition: 331 #10, 493 <i>Connexions</i> 454 <i>Note</i> 465 <i>Vous avez compris?</i> 347, 423, 485 Teacher Wraparound Edition: AFL 465; CR 298, 359, 435, 437; LR 327, 475; P 324; RAS 433; VE 467</p>
<p>Benchmark B: Compare and contrast how linguistic structures carry meaning and vary across languages.</p>	
<p>Linguistic Comparisons</p>	
<p>2. Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., darse cuenta/to realize - to give yourself an account; hito no ashi o hipparu/you're interrupting - people are pulling on my leg; ab ovo usque ad mala - from beginning to end; Tout est bien qui finit bien./All's well that ends well).</p>	<p>Student Edition: <i>Rappelez-vous que...</i> 270 <i>Savez-vous que...</i> 335 Teacher Wraparound Edition: FF 465</p>

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<p>3. Compare and contrast target language writing conventions with those in English (e.g., paragraph structure, rhetorical devices, placement of topic sentence).</p>	<p>Student Edition: <i>Reading Strategy</i> 278, 450 Teacher Wraparound Edition: AFL 522</p>
<p>Benchmark C: Compare and contrast practices and perspectives of the target culture and students' own culture.</p>	
<p>Cultural Comparisons</p>	
<p>4. Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Saturnalia, Holy Week).</p>	<p>Student Edition: xviii-xxiii <i>Lecture supplémentaire</i> 376-377, 420-421, 484, 485 <i>Lectures culturelles</i> 310-311, 342-343, 418-419 <i>Writing Strategy</i> 381 Teacher Wraparound Edition: NS 323, 430, 482</p>
<p>Benchmark D: Compare and contrast products and perspectives of the target culture and students' own culture.</p>	
<p>Cultural Comparisons</p>	
<p>5. Compare and contrast themes and characters in age-appropriate literature from the target culture and students' own culture.</p>	<p>Student Edition: 506-509, 510-511, 514-517, 520-523 <i>Lecture supplémentaire</i> 281 <i>Writing Strategy</i> 381</p>
<p>6. Compare and contrast similarities and differences between the political system of the target culture, other cultures and the students' own culture.</p>	<p>The following references may be useful as a starting point for comparing and contrasting political systems. Student Edition: xviii-xxiii <i>Lecture supplémentaire</i> 312-313 <i>Lectures culturelles</i> 310-311, 418-419 <i>Writing Strategy</i> 381 Teacher Wraparound Edition: FF 373, 387, 419; HC 365, 383, 510, 514; LP 307, 313, 359, 368, 409; NG 396</p>

STANDARDS	PAGE REFERENCES
Communities: Participate in multilingual communities and cultures at home and around the world.	
Benchmark A: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	
Outreach	
1. Gather information and opinions from target culture sources through a variety of means (e.g., video, Web sites, questionnaires) and present to others.	Student Edition: 348 #2, 349 <i>French Online</i> 273, 295, 331 Teacher Wraparound Edition: CP 437, 469; FO 293, 375, 405, 465; NS 323; RAS 345
2. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts, use of Latin in biological terminology).	Student Edition: 284 #2, 349, 363 #12, 439 #9 Teacher Wraparound Edition: A 452, 484, 485; CP 297, 339, 437
Benchmark B: Perform for a school or community event.	
Outreach	
3. Perform for, or participate in, school and community celebrations of the target culture.	Student Edition: 456 #3, 457 #5 Teacher Wraparound Edition: CP 437; RAS 377, 423, 432
Benchmark C: Engage in communication with people locally and around the world.	
Outreach	
4. Establish personal communication links (e.g., pen pals, e-mails, exchange programs) with peers in the target culture to discuss perspectives on familiar topics.	Student Edition: 284 #3, 285 #4, 381 #4, 425 #4, 457 #4 Teacher Wraparound Edition: RAS R12, 489
Benchmark D: Exchange information about, and personal reactions to, various products and media of the target culture.	
Enjoyment and Enrichment	
5. Explore target culture communities, physically or virtually, and share findings and reactions about areas of personal interest with others.	Student Edition: 526-539 <i>Conversation</i> 276, 308, 340, 372, 416, 448, 480 <i>Lectures culturelles</i> 278-279 <i>Vidéotour</i> 289, 321, 353, 385, 429, 461, 493 Teacher Wraparound Edition: CP 437; FO 405, 465; NS 323

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6. Read selections of prose or poetry (e.g., short stories, articles, poems) and share with others.	Student Edition: 273 #21, 306 #19, 334 #16, 370 #26, 506-509, 510-511, 514-517, 520-523
Benchmark E: Attend, participate in or view target culture events and describe to others.	
Enjoyment and Enrichment	
7. Participate in target culture activities (e.g., weddings, family events) and describe to others.	Student Edition: 380 #3 Teacher Wraparound Edition: CP 437; NS 323; RAS R12, 377
Benchmark F: Identify and present information about various careers that require understanding of another language and culture.	
Career Exploration and Skills	
8. Investigate careers within the target community through the use of authentic sources (e.g., newspapers, media, technology).	Students may use the Internet or other library resources to find authentic sources for investigating careers. Teacher Wraparound Edition: T22-T23; FO 293; LP 409
9. Research how people conduct business in target communities (e.g., socializing, job application, individual versus team production).	Student Edition: <i>Connexions</i> 314-315 <i>Lecture supplémentaire</i> 376 <i>Lectures culturelles</i> 418-419, 482-483 Teacher Wraparound Edition: LP 409, 427, 470
10. Investigate and report on businesses and organizations with ties to the target community (e.g., agriculture, manufacturing, technology, export/ import; Sister Cities International).	Student Edition: <i>Lecture supplémentaire</i> 485 Teacher Wraparound Edition: CC 267
Benchmark G: Prepare and implement tools to facilitate group projects.	
Career Exploration and Skills	
11. Work cooperatively to find solutions (e.g., generate ideas, evaluate alternatives, build consensus) to a given problem (e.g., creating a culturally authentic, nutritious meal based on food guides and budget).	Student Edition: R27 #12-#13, 349 #4, 363 #13, 393 #14 <i>Parlons un peu plus</i> 449 Teacher Wraparound Edition: NS 423