



GLENCOE FRENCH 1
Bon voyage!
© 2008

STANDARDS	PAGE REFERENCES
<p>Communication: Communicate in languages other than English.</p>	
<p>Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.</p>	
<p>Interpersonal</p>	
<p>1. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).</p>	<p>Student Edition: 43 #4, 105 #2, 147 #8, 223 #6, 271 #18, 331 #10, 380 #1, 424-425, 435 #6, 497 #6-#7 Teacher Wraparound Edition: PA 193</p>
<p>Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.</p>	
<p>Interpersonal</p>	
<p>2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.</p>	<p>Student Edition: 29 #18, 53 #4, 74, 137 #5, 157 #5, 165 #21, 348 #1, 439</p>

STANDARDS		PAGE REFERENCES
Benchmark C: Use a wide range of strategies to negotiate meaning.		
Interpersonal		
3. Clarify meaning (e.g., paraphrasing, questioning).	Student Edition: 267 #9, 271 #18, 274 #24, 302 #14, 412 #17, 467 #5, 471 #12 <i>Parlons un peu plus</i> 277	
Benchmark D: Give and follow a series of complex directions.		
Interpersonal		
4. Give and follow directions, instructions and requests (e.g., installing software, dance steps).	Student Edition: 137 #3, 189 #5, 284 #3, 425 #5, 439 #10, 477 #23, 481 B	
Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.		
Interpersonal		
5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).	Student Edition: 89 #11, 157 #6, 178 #1, 189 #5, 193 #11, 242 #3, 243 #4, 393 #14, 457 #4 <i>Parlons un peu plus</i> 171, 277	
Benchmark F: Follow complex oral, signed or written directions and requests.		
Interpretive		
6. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).	Student Edition: 189 #5, 253 #12, 393 #14, 439 #10 <i>Parlons un peu plus</i> 309 Teacher Wraparound Edition: RAS 112, 211	
Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.		
Interpretive		
7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.	Student Edition: 70-71, 98-99, 130-131, 172-173, 206-207, 310-311, 342-343, 374-375, 418-419, 484	

STANDARDS		PAGE REFERENCES	
Benchmark H: Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.			
Presentational			
8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.		The following pages may be utilized to prompt summarization by students. Student Edition: 148-151, 240-241, 506-509, 518-523 <i>Parlons un peu plus</i> 449 Teacher Wraparound Edition: CP 297 Un voyage en train, 437 Un film, 469; LR 309, 338; MC 272; NS 323 (1st bullet)	
9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).		Student Edition: 119 #11, 177 B, 178 #1, 189 #5, 243 #4, 267 #8, 309 A, 363 #13, 439 #10 <i>Parlons un peu plus</i> 171	
Benchmark I: Create presentations on a range of original or authentic expressive products.			
Presentational			
10. Create and present a narrative (e.g., current events, personal experiences, school happenings).		Student Edition: 317 #4 Teacher Wraparound Edition: CP 118, 297, 339; RAS 142; V 119 #10	
Benchmark J: Present information and ideas on a range of topics.			
Presentational			
11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.		Responses to information in the following lecture sections may be presented to students. Student Edition: 172-173, 208-209, 349 #6, 420-421, 482-483 Teacher Wraparound Edition: CP 226; FF 117, 174; NS 243	
12. Prepare and deliver a summary of characters and plot in selected pieces of literature.		Student Edition: 240-241, 418-419, 506-509, 514-517, 520-523 Teacher Wraparound Edition: CP 437 Un film	

STANDARDS	PAGE REFERENCES
<p>Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.</p>	
<p>Presentational</p>	
<p>13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).</p>	<p>Student Edition: 43 #5, 105 #4, 253 #4, 285 #4, 317 #4, 349 #6, 425 #5, 457 #4-5</p> <p>Teacher Wraparound Edition: CP 51, 297 Une ville; RAS 514</p>
<p>Cultures: Gain knowledge and understanding of other cultures.</p>	
<p>Benchmark A: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.</p>	
<p>Practices</p>	
<p>1. Investigate and report on cultural events (e.g., rites of passage).</p>	<p>The <i>Lecture</i> and <i>Reflets</i> sections listed below provide information that students may process and investigate for a future report or presentation.</p> <p>Student Edition: 68-69, 310-311, 342-343, 374-375, 377, 394-397, 418-419, 452-453</p> <p>Teacher Wraparound Edition: NS 254</p>
<p>Benchmark B: Participate in and discuss a wide variety of cultural practices.</p>	
<p>Practices</p>	
<p>2. Participate in age-appropriate cultural practices (e.g., music, dance, drama).</p>	<p>The references below provide students with opportunities for cultural experiences and dramatic presentations.</p> <p>Teacher Wraparound Edition: C 455; CP 89, 159 Au café, 437; MC 272; NS 161; RAS 379</p>
<p>3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).</p>	<p>Student Edition: 2-9, 157 #6, 235 A, 341 B, 348 #1 <i>Parlons un peu plus</i> 171</p> <p>Teacher Wraparound Edition: CP 159 Au café; NS 161</p>

STANDARDS		PAGE REFERENCES
Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.		
Products		
4. Identify and explain cultural and literary elements of a variety of texts.	Student Edition: 70, 130-132, 172-175, 206-207, 236-237, 342-343, 376-377, 418-421, 484, 510-511	
5. Explain objects, images and symbols of the target culture (e.g., maneki neko—Japanese cat of happiness and good fortune; Chinese dragon; guyabera—Mexican short sleeved man’s shirt; hijab—Arab female headcovering; kafeeyah—Arab male headcovering).	Student Edition: 238, 377, 498 #1-#5, 499 #6 Teacher Wraparound Edition: FF 59; LP 77, 452; LR 43; SC 431 (Photograph)	
Benchmark D: Analyze, discuss and report on significant contributions from the target culture.		
Products		
6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture.	Student Edition: 236-237 Teacher Wraparound Edition: CP 437 Un film; FF 59, 225; LP 409; LR 327; NS 161	
7. Discuss the contributions of famous people from the target culture.	Student Edition: 240-241, 255 #6, 378-379, 485 Teacher Wraparound Edition: AC 39, 281, 348-449, 446-447; HC 135, 143; RAS 345	
Connections: Connect with other disciplines and acquire information.		
Benchmark A: Investigate, analyze and present concepts from across disciplines.		
Integrated Studies		
1. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena).	Students may be directed to summarize information from material referenced below. Student Edition: 72-73, 134-135, 176-177, 240-241, 346-347, 422-423, 454-455	
2. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms).	Student Edition: 40-41, 210-211, 280, 281-283, 378-379, 454-455, 486-487 Teacher Wraparound Edition: CP 401; NS 423	

STANDARDS	PAGE REFERENCES
<p>Benchmark B: Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</p>	
<p>New Viewpoints</p>	
<p>3. Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers' experience in U.S., access to technologies).</p>	<p>The following references provide opportunities for contact with native speakers and promote cultural insights on topics of mutual interest.</p> <p>Teacher Wraparound Edition: FF 75; NS 115, 161, 323 (2nd bullet)</p>
<p>4. Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.</p>	<p>Student Edition: 100, 206-209, 484-485</p> <p>These references provide opportunities for further research and discussion regarding target culture approach to social and cultural issues.</p> <p>Teacher Wraparound Edition: CP 469; FF 54, 59, 419; LP 130</p>
<p>Comparisons: Develop insight into the nature of language and culture.</p>	
<p>Benchmark A: Analyze and discuss linguistic structures and conventions of the target language and English.</p>	
<p>Linguistic Comparisons</p>	
<p>1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).</p>	<p>Student Edition: 12-13, 19, 23, 26-28, 194-196, 332, 369, 408-409, 454-455</p> <p>Teacher Wraparound Edition: AFT 58; CR 191</p>
<p>Benchmark B: Analyze and explain how the target language and English express meaning through variations in style.</p>	
<p>Linguistic Comparisons</p>	
<p>2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).</p>	<p>Student Edition: 54-55, 64-65, 133, 176-177 <i>Prononciation</i> 35</p> <p>Teacher Wraparound Edition: AFL 113, 334; FF 64, 117</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark C: Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.</p>	
<p>Cultural Comparisons</p>	
<p>3. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).</p>	<p>Student Edition: 3 #4, 7 #3, 100, 172-173, 236-237, 376, 418-421 Teacher Wraparound Edition: CP 26 L'école; FF 59, 96, 159; FO 101</p>
<p>4. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).</p>	<p>Student Edition: 100, 130-132, 174-175, 206-209, 236-238, 418-421, 485 Teacher Wraparound Edition: LP 409</p>
<p>5. Analyze how the same current issue is covered in the media of the target culture and students' own culture.</p>	<p>The following references provide material and areas of interest that may be researched further in a target language newspaper, magazine, and/or online resources. Teacher Wraparound Edition: CP 469; FF 387, 393; NS 243; RAS 423</p>
<p>6. Compare and contrast age-appropriate literary works (e.g., popular literature) from the target culture and students' own culture.</p>	<p>These references provide exposure to materials which may be contrasted and compared to literary works in the primary culture. Student Edition: 506-509, 510-511, 514-517, 520-523</p>
<p>Benchmark D: Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.</p>	
<p>Concept of Culture</p>	
<p>7. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).</p>	<p>Student Edition: 3-4, 70, 100, 172-173, 206-207, 210-211, 314-315, 418-421 Teacher Wraparound Edition: FF 54, 57, 96, 174; NS 323 (4th bullet)</p>

STANDARDS	PAGE REFERENCES
<p>Communities: Participate in multilingual communities and cultures at home and around the world.</p>	
<p>Benchmark A: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.</p>	
<p>Outreach</p>	
<p>1. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts).</p>	<p>Student Edition: 349 #6</p> <p>Research and experience acquired in the following activities may be presented to others under direction of the classroom instructor.</p> <p>Teacher Wraparound Edition: CP 26, 51, 297, 339, 401; NS 297; RAS 345, 377, 423</p>
<p>2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters).</p>	<p>The following references may be adapted as collaborative projects.</p> <p>Student Edition: 133, 179 #4</p> <p>The instructor may use the following to promote collaboration and shared efforts of students across different grade levels and school districts.</p> <p>Teacher Wraparound Edition: CP 159 À la cantine, 297; NS 105, 297</p>
<p>Benchmark B: Perform original or authentic works for a school or community event.</p>	
<p>Outreach</p>	
<p>3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	<p>The following page references opportunities for creation of material that may be performed at a school or community event.</p> <p>Teacher Wraparound Edition: CP 101, 159; L 511 Step 3; MC 272, 312; RAS 369 Auditory Learners, 514</p>
<p>Benchmark C: Sustain communication with people locally and around the world.</p>	
<p>Outreach</p>	
<p>4. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest.</p>	<p>The following pages provide ideas for establishing communication links with speakers of the target culture.</p> <p>Student Edition: 68-69</p> <p>Teacher Wraparound Edition: FF 75; LP 77; NS 115, 325 (2nd bullet)</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark D: Report information about and personal reactions to various products, media and services of the target culture.</p>	
<p>Enjoyment and Enrichment</p>	
<p>5. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate).</p>	<p>These following activities provide stimuli for further planning and research related to travel and study in the target culture.</p> <p>Student Edition: 68-69, 284 #2, 285 #4, 317 #4</p> <p>Teacher Wraparound Edition: CP 297; FF 75</p>
<p>6. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary).</p>	<p>Student Edition: 95 (insert), 506-507, 511, 514-516, 520-522 <i>French Online</i> 101</p> <p>Teacher Wraparound Edition: CP 437 Un film; NS 105, 323 (1st bullet); R 255 #6</p>
<p>7. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letters, Web inquiry) and report findings to others.</p>	<p>Students may report on additional information and direct experience obtained by contacting or researching the museums and cultural institutions featured in the sections below.</p> <p>Student Edition: 439 #10, 457 #4, 500 #10</p> <p>Teacher Wraparound Edition: AC 438, 447; LP 39, 450-451, 456</p>
<p>Benchmark E: Attend, participate in or view target culture events and describe to others.</p>	
<p>Enjoyment and Enrichment</p>	
<p>8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.</p>	<p>The following references may be researched for media or online viewing.</p> <p>Student Edition: 439 #10, 457 #4, 500 #10</p> <p>Teacher Wraparound Edition: CP 437 Au musée, Un film</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.</p>	
<p>Career Exploration and Skills</p>	
<p>9. Explore and obtain information about careers that require linguistic and cultural proficiency.</p>	<p>Student Edition: xxxvi Career Opportunities</p> <p>Teacher Wraparound Edition: Information on career opportunities in the following sections may be investigated further under direction of instructor. CC 102, 135, 267</p>
<p>10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.</p>	<p>Student Edition: xxxvi The Francophone World, <i>Career Opportunities</i> xxxvii <i>Language Link</i></p> <p>Teacher Wraparound Edition: CC 102, 135, 267</p>
<p>Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.</p>	
<p>Career Exploration and Skills</p>	
<p>11. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).</p>	<p>The following activities promote student cooperation to create a social product or exchange of social information.</p> <p>Student Edition: 271 #18, 349 #4-#5, 447 #26</p> <p>Teacher Wraparound Edition: The following activities require students to work cooperatively on socially related tasks and issues. CM 160, 201; CP 159, 297, 339, 401, 437 Une exposition; NS 423; RAS 329</p>