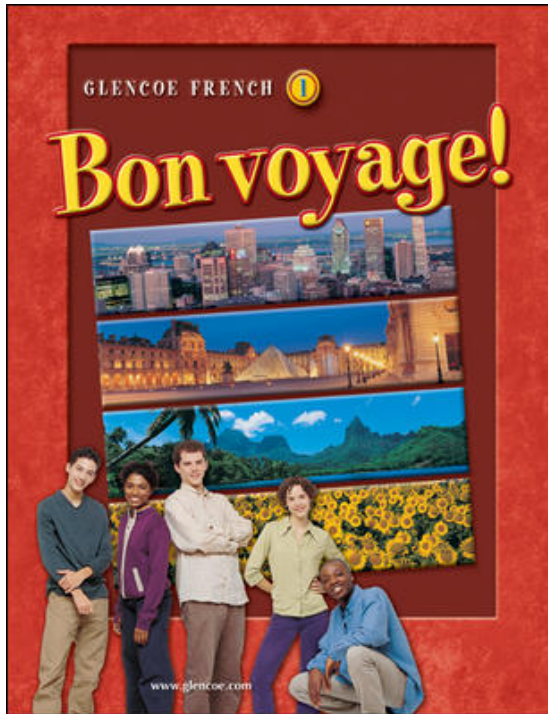




Glencoe

Modern Languages---
Year One (Beginning)

Tennessee



GLENCOE FRENCH **1**
Bon voyage!
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STANDARDS

PAGE REFERENCES

I. Standard Number 1 (Goal One): Communicate in a Language Other Than English

Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.

Learning Expectations:

1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Performance Indicators:

The student is able to

- express likes, dislikes, and personal preferences (e.g., people, events, favorite activities, food);

Student Edition:

29 #8, 53 #4, 95, 137 #5, 157 #5, 199 #26, 223 #6, 242 #2, 331 #10, 348 #1, 359 #6-#7, 379 B-380 #1, 435 #5, 497 #7

Parlons un peu plus 341 A

Teacher Wraparound Edition:

CP 159 On mange....

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<ul style="list-style-type: none"> express needs, feelings, and ideas related to everyday situations (e.g., personal response to a movie, agreement or disagreement on a topic); 	<p>Student Edition: 29 #18, 53 #4, 74 #2, 119 #11, 137 #5, 203 #34, 212 #2, 223 #6, 243 #4, 317 #4, 331 #10, 363 #12, 368 #23, 379 B, 435 #6, 473 #16 <i>Parlons un peu plus</i> 67 A, 341 A</p> <p>Teacher Wraparound Edition: CP 437 Un film; E 208; RAS 55</p>
<ul style="list-style-type: none"> exchange information about general events (e.g., classes, meals) and plan future activities (e.g., place, date, time); 	<p>Student Edition: 6-7, 11-14, 43 #5, 57 #10, 74-75, 93 #21-#22, 105 #3, 137 #3, 161 #13, 189 #5, 193 #11, 242 #1, 267, 277, 299 #8, 315, 363 #13, 424 #2, 497 #6-#7 <i>Parlons un peu plus</i> 67 A, 309</p> <p>Teacher Wraparound Edition: CP 297 Un voyage en train; RAS 55</p>
<ul style="list-style-type: none"> ask and answer information questions. 	<p>Student Edition: 6, 11-14, 33 #30, 42, 91 #15, 92 #17-18, 93 #22, 121 #15, 161 #12-#13, 253 #10-#11, 267 #9, 280, 299 #8, 315, 334 #18, 348 #3, 439 #10, 467 #5, 471 #12 <i>Parlons un peu plus</i> 129 B, 277, 309 B</p>
<p>1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> use vocabulary for a wide range of topics (e.g., animals, weather, geographical concepts; categories such as numbers, shapes, colors, size); 	<p>Student Edition: 9-13, 23, 25 #12, 40-41, 55, 57 #10, 116-119, 176-177, 193, 210-211, 223 #6, 227 #12, 239, 243 #4-#5, 280, 282-283, 314-315, 439 #10</p> <p>Teacher Wraparound Edition: CM 86; CP 125; FF 57, 70; RAS 211</p>
<ul style="list-style-type: none"> give and follow simple instructions (e.g., in games, with partners or groups, giving commands suggested by a picture). 	<p>Student Edition: 21 #4, 25, 137 #3, 167 #24, 178 #1, 189 #5, 267, 274 #24, 467 #5, 471 #10-#12, 475-477 <i>Parlons un peu plus</i> 35 B, 171, 309 B, 481 B</p> <p>Teacher Wraparound Edition: E 401; RAS 112-113</p>

STANDARDS	PAGE REFERENCES
<p>1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> describe assorted objects and people (e.g., dress, types of dwellings, foods); 	<p>Student Edition: 21 #4, 25 #10-#11, 29 #18, 53 #4, 74, 125 #24, 136-137, 147 #7, 223 #5, 227 #12, 243 #5-#6, 317 #4, 331 #9, 348-349, 359 #7, 381 #5, 441 #14</p> <p>Teacher Wraparound Edition: CM 201, 433 Variation; CP 297, 437 Un film</p>
<ul style="list-style-type: none"> use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging names, address, phone number, place of origin, general health/state of being; using the telephone; making and responding to requests). 	<p>Student Edition: 2-9, 11, 14, 57 #10, 64-65, 105 #4, 137 #3, 178 #1, 263 #3, 284 #1, 439 #10, 457 #4, 467 #5, 471 #10-#12</p> <p><i>Parlons un peu plus</i> 171, 277, 309 B, 481 B</p>
<p>II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures</p>	
<p>Standard Rationale: The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people’s world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.</p>	
<p>Learning Expectations:</p> <p>2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	
<p>Performance Indicators:</p>	
<ul style="list-style-type: none"> identify, compare and develop modes of interaction, gestures, oral expressions, greetings, leave-takings and common classroom interactions; 	<p>In addition to simple greetings and farewells, the following activities prompt student analysis and role-play in situations related to other chapter topics.</p> <p>Student Edition: 2-8, 14, 43 #4, 105 #4, 157 #6, 178, 263 #3, 274 #24, 439 #10, 488 #3</p> <p><i>Parlons un peu plus</i> 171, 277 B</p> <p>Teacher Wraparound Edition: AFL 416; C 234 Steps 1-2; CP 89; RAS 142, 243 second bullet, 416, 432; S 163 #14</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> develop familiarity with basic geographical features (countries, capitals, major rivers, mountain ranges, natural resources, etc.) of the regions being studied; 	<p>Student Edition: xxi-xxxv, 40-41, 132, 376-377 <i>National Geographic</i> 148-151, 254-257, 394-397</p> <p>Teacher Wraparound Edition: CP 26 Les pays francophones; FF 311; GC 375; LP 32-39, 93, 157, 209, 242, 274-278, 356, 359, 365, 366-371, 409; SOC 355 Photograph</p>
<ul style="list-style-type: none"> develop familiarity with basic historical moments and figures. 	<p>Student Edition: 134-135, 240-241, 281, 378-379 <i>Photo</i> 21 right top and bottom</p> <p>Teacher Wraparound Edition: AC 39, 115, 438-441, 446-447; HC 135, 365, 383; LP 99, 157, 450, 485; LR 435; SOC 291 Painting, 431 Photograph</p>
<p>Learning Expectations: 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	
<p>Performance Indicators:</p>	
<ul style="list-style-type: none"> begin to experience songs, stories, games, traditional celebrations, art literature, film and other products of the cultures being studied. 	<p>Student Edition: 101, 172-175, 240-241, 344-345, 376-379, 418-421, 504-523 <i>French Online</i> 137, 331, 452 <i>Photo</i> 95 <i>Vidéotour</i> 538</p> <p>Teacher Wraparound Edition: AC 115; CP 437; FF 159, 169, 187, 207; LP 197; LR 61; MC 272, 312; NS 161, 184 Communities, 323; RAS 369 Auditory Learners; SOC 81 Painting</p>
<ul style="list-style-type: none"> develop the vocabulary necessary for discussing housing, food, dress, and other tangible items of everyday life in the cultures being studied. 	<p>Student Edition: 102-103, 116-117, 136 #2, 154-159, 186-193, 220-227, 238-239, 284, 317 #3, 331 #10, 455 <i>French Online</i> 137 <i>Parlons un peu plus</i> 449</p> <p>Teacher Wraparound Edition: CM 486; CP 89, 159, 437 Un film; FF 169; LR 171; RAS 243, 283</p>

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III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

Learning Expectations:

3.1 Reinforce and further knowledge of other disciplines through the foreign language.

Performance Indicators:

<p>Students are able to</p> <ul style="list-style-type: none"> identify words and roots from the target language class in other school subjects and extracurricular activities; 	<p>Student Edition: 40-41, 54, 72-73, 102-103, 134-135, 154-155, 176-177, 210-211, 282-283, 314-315, 346-347, 376, 378-379, 422-423, 436-437, 454-455, 486-487 <i>Note</i> 465</p> <p>Teacher Wraparound Edition: AFL 9, 77, 316; E 433; V 187 Cognate Recognition; VE 155, 433</p>
<ul style="list-style-type: none"> reinforce data obtained from other subjects in the target language class; 	<p>Student Edition: 73 A-C, 103 A-B, 135, 177 A-C, 280, 311 B, 315, 347, 439 #9</p> <p>Teacher Wraparound Edition: A 41; C 455; CP 469; E 213; MC 261; NS 323, 423; RAS 87, 181, 187, 211, 283, 361, 379, 423</p>
<ul style="list-style-type: none"> recognize some famous figures whose native language is the target language. 	<p>In addition to photos or paintings, the following non-visual references give students the opportunity to develop intellectual and visual familiarity with famous native figures through further research.</p> <p>Student Edition: 134-135, 236, 240, 281, 520 <i>Photo</i> 453</p> <p>Teacher Wraparound Edition: AC 39, 115, 438-439, 446-447; LP 21 (page 21), 73 top, 450, 454, 485; RAS 379; SOC 81 Painting</p>

STANDARDS	PAGE REFERENCES
<p>Learning Expectations: 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
<p>Performance Indicators:</p>	
<p>Students are able to</p> <ul style="list-style-type: none"> identify idiomatic expressions in both languages; 	<p>In addition to idioms, the following contain colloquial and other common but not directly translatable expressions.</p> <p>Student Edition: 2, 8, 29 #17, 157 #7, 243 #6, 357, 484</p> <p>Teacher Wraparound Edition: AFL 203, 210, 221, 465; FF 159, 465; RAS 441; V 157 #7; VE 83, 357, 465</p>
<ul style="list-style-type: none"> recognize the difference in time and person as related to verb forms; 	<p>Student Edition: 90-93, 120-122, 165, 228-233, 268-269, 272-275, 300-302, 306-307, 318 #3, 319 #4, #5, 332-334, 337-338, 350 #3, 351 #4, #5, 364-366, 369-371, 390-393, 408-411, 413-414, 440-441</p>
<ul style="list-style-type: none"> use new information and perspectives to expand their personal knowledge. 	<p>Student Edition: 100, 130-131, 172-175, 177 C, 206-209, 236-238, 280, 310-313, 342-345, 349 #6, 376-377, 418-421, 450-453, 482-485, 517 D</p> <p>Teacher Wraparound Edition: CP 26, 51, 297, 437; E 517; HC 510; RAS 211, 345, 379</p>

STANDARDS

PAGE REFERENCES

IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

Learning Expectations:

4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Performance Indicators:

<p>Students are able to</p> <ul style="list-style-type: none"> recognize “borrowed” words and cognates; 	<p>Student Edition: 4, 53 #4, 54, 73 C, 133, 137 #3, 155, 211, 220, 305 #18, 346-347, 360, 404-405, 422-423, 433, 454-455, 486-487 <i>Note</i> 19, 465</p> <p>Teacher Wraparound Edition: AFL 117, 176, 243; C 41 Step 3, 283 Step 3; FF 64, 159, 177; LP 101; V 51 Cognate Recognition; VE 155, 433</p>
<ul style="list-style-type: none"> be familiar with similarities and differences in sound system and pronunciation; 	<p>Student Edition: <i>Pronunciation</i> 35, 97, 129, 171, 205, 235, 277, 309, 341, 373, 417, 449, 481</p> <p>Teacher Wraparound Edition: AFL 190, 261; C 129 Step 4, 171 Steps 1 and 3, 277 Steps 1 and 3, 309 Steps 1 and 3; CR 155; RAS 29</p>
<ul style="list-style-type: none"> identify basic grammar differences (e.g., gender, noun/adjective agreement); 	<p>Student Edition: 26-31, 53 #4, 123-125, 126-127, 166-167, 198-199, 250-251, 369-371, 391 #1-#2, 413-414, 444-446, 472-473 <i>Attention!</i> 229</p> <p>Teacher Wraparound Edition: RAS 29; VE 113</p>
<ul style="list-style-type: none"> demonstrate awareness of formal and informal language; 	<p>Student Edition: 3-5, 8, 64-65, 105 #4, 467 #6</p> <p>Teacher Wraparound Edition: AFL 32, 64, 203, 210, 243, 335, 416, 465, 522; FF 64, 465; RAS 3, 5</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> identify idiomatic expressions in both languages; 	<p>Student Edition: 2, 8, 29 #17, 157 #7, 243 #6, 357, 484</p> <p>Teacher Wraparound Edition: AFL 203, 210, 221, 465; FF 159, 465; RAS 441; V 157 #7; VE 83, 357, 465</p>
<ul style="list-style-type: none"> recognize the difference in time and person as related to verb forms. 	<p>Student Edition: 60-63, 90-93, 120-122, 143, 162-163, 165, 168-169, 194-195, 228-229, 232-233, 268-269, 300-302, 332-334, 364-366, 369-371, 408-411, 413-415, 475-477</p>
<p>Learning Expectations: 4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.</p>	
<p>Performance Indicators:</p>	
<p>Students are able to</p> <ul style="list-style-type: none"> demonstrate awareness of body language and gestures in both cultures; 	<p>Additional content on body language and gestures can be found in <i>Bon voyage! Levels 2 and 3</i> © 2008.</p> <p>Student Edition: 3 #4, 177 C <i>Photo</i> 4 right, 6-7 <i>Vidéotour</i> 526-539</p> <p>Teacher Wraparound Edition: FF 465; LP 349; RAS 416</p>
<ul style="list-style-type: none"> compare simple patterns of behavior; 	<p>Student Edition: 7 #3, 64, 98-101, 157 #7, 172-175, 206-209, 236-238, 342-345, 376-377, 418-421, 450-453, 467 #5, 482-484</p> <p>Teacher Wraparound Edition: AFL 113, 416; E 401; FF 54, 59, 96, 117, 159, 311; LP 409, 470</p>
<ul style="list-style-type: none"> identify different cultures' belief/value systems; 	<p>Student Edition: 64, 100-101, 130-131, 172-175, 206-209, 236-238, 342-343, 376-377, 418-421, 450-453, 482-485, 510-511</p> <p>Teacher Wraparound Edition: CP 26 L'école, 51; E 401; FF 174, 207; LP 470; NS 115, 323; SOC 431 Photograph</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> recognize different ways people live in different regions/communities; 	<p>Student Edition: 68-69, 100, 130-132, 172-175, 206-209, 236-238, 342-343, 376-377, 418-421, 450-453, 482-485 <i>French Online</i> 358 <i>National Geographic</i> 254-257, 498-501 <i>Photo</i> 242</p> <p>Teacher Wraparound Edition: CP 26 Les pays francophones; FF 59, 75, 207, 311; HC 101, 510; LP 38, 77, 209, 409, 419, 457; NS 115</p>
<ul style="list-style-type: none"> be familiar with tangible products (e.g., paintings, handicrafts, foods) of many cultures; 	<p>Student Edition: 102-103, 116-117, 155, 191, 236-238, 378, 418-421 <i>French Online</i> 101, 203, 435 <i>National Geographic</i> 148-151, 254-257, 394-397, 498-501 <i>Photo</i> 95</p> <p>Teacher Wraparound Edition: CM 160; CP 437; FF 59, 169, 187; FO 295; LP 45, 77, 101, 285, 300, 310; LR 270; MC 272; NS 105, 161; SOC 431 Sculpture</p>
<ul style="list-style-type: none"> be familiar with intangible products (e.g., nursery rhymes, songs, holidays) of many cultures; 	<p><i>Bon voyage! Levels 2 and 3</i> © 2008 provide additional songs, fables, and material related to target culture holidays and social observances.</p> <p>Student Edition: 101, 157 #7, 342-345, 349 #6, 376-377 <i>French Online</i> 452 <i>National Geographic</i> 254-255 <i>Photo</i> 95</p> <p>Teacher Wraparound Edition: CP 437 Un film; FF 159, 174, 311; LP 101, 242; MC 312; RAS 345, 369 Auditory Learners, 377; SOC 323 Photograph</p>
<ul style="list-style-type: none"> observe customs of different regions and countries. 	<p>Student Edition: 100, 130-132, 172-175, 206-209, 236-238, 342-345, 349 #6, 376-377, 418-421, 450-453 <i>French Online</i> 203, 331 <i>National Geographic</i> 254-255 <i>Vidéotour</i> 530</p> <p>Teacher Wraparound Edition: CP 226; FF 169, 207, 311; LP 209, 409; NS 98, 243, 323</p>

STANDARDS	PAGE REFERENCES
<p>V. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies</p>	
<p>Learning Expectations: 5.1 Use the language both within and beyond the school setting.</p>	
<p>Performance Indicators:</p>	
<p>Students are able to</p> <ul style="list-style-type: none"> know professions that require proficiency in the target language; 	<p>Please see <i>Bon voyage! Levels 2 and 3</i> © 2008 for more information on careers requiring target language proficiency.</p> <p>Student Edition: xxxvi Career Opportunities</p> <p>Teacher Wraparound Edition: CC 74, 103, 135, 267; NS 161</p>
<ul style="list-style-type: none"> acquire information about the target language and the target culture; 	<p>Student Edition: 349 #6</p> <p><i>French Online</i> 137, 273, 295, 435, 452</p> <p>Teacher Wraparound Edition: CC 102; CP 26, 51, 297, 437; FO 101, 175; NS 115, 161, 243; RAS 345</p>
<ul style="list-style-type: none"> understand simple messages found on signs, posters, maps, etc. in the target language; 	<p>Student Edition: 40-41, 57 #10, 117 B, 119 #11, 178 #1, 239, 243 #4, 267, 280, 299 #8, 363 #13, 393 #14, 439 #10, 471 #11</p> <p><i>Parlons un per plus</i> 171, 449</p> <p><i>Photo</i> 473 top</p> <p>Teacher Wraparound Edition: LC 236 Step 2; LR 61, 270, 283, 341, 406, 445, 475-477, 494; MC 272</p>
<ul style="list-style-type: none"> locate on a map and pronounce the names of countries and cities in which the target language is spoken. 	<p><i>Bon voyage! Level 3</i> © 2008 contains a special focus on pronunciation and utilization of target culture place names and geography.</p> <p>Student Edition: xxii-xxxv, 24-25, 68-69, 132, 238, 278-280, 310-311, 344, 378-379, 394-397, 498-501</p> <p><i>National Geographic</i> 148-151, 254-257</p> <p>Teacher Wraparound Edition: A 41; CP 26 Les pays francophones; FF 365; GC 375; HC 302; LP 34-39, 63, 77, 137</p>

STANDARDS	PAGE REFERENCES
<p>5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p>	
<p>Performance Indicators:</p>	
<p>Students are able to</p> <ul style="list-style-type: none"> understand the main ideas of beginning level videos, television commercials, etc.; 	<p>Student Edition: 101, 103 B <i>French Online</i> 273, 331, 452 <i>Photo</i> 95 <i>Vidéotour</i> 526-539 Teacher Wraparound Edition: CP 437 Un film, 469; FO 101; LC 236 Step 2; MC 272; NS 105, 323; RAS 369 Auditory Learners</p>
<ul style="list-style-type: none"> write simple letters or emails in the target language to the teacher and/or classmates; 	<p>Student Edition: 43 #4, 75 #3, 105 #3, 137 #3, 243 #4, #6, 381 #4, 425 #4, 457 #4, 489 #4 Teacher Wraparound Edition: CP 339</p>
<ul style="list-style-type: none"> read, watch, and share news about countries where the target language is spoken. 	<p>Students may do further research and share information on the general topics referenced in the objectives below. For information specifically related to target culture news and newspapers, please see <i>Bon voyage! Level 2</i> © 2008.</p> <p>Student Edition: 349 #6 <i>French Online</i> 137 Teacher Wraparound Edition: CP 26 Les pays francophones, 297, 339, 437; NS 323; RAS 345</p>