

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## **French I Unit 4 Full House**

### **How to Use this Unit**

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

[www.georgiastandards.org](http://www.georgiastandards.org)

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

**Essential Questions:** What would it be like to live in a home in a foreign country?

## Georgia Performance Standards Framework for French I

### What Students Will Be Able to Do

#### Elements:

**MLI.INT1D** Demonstrate Novice –Mid proficiency in listening, viewing and reading comprehension.

**MLI.P1B** Give basic information about self and others using suggested topics.

**MLI.P1C** Demonstrate Novice-Mid proficiency in oral and written presentations.

**MLI.CCCB** Apply previously learned skills from other subjects.

**MLI.CCC3A** Recognize similarities/ differences between target language and English.

**MLI.CCC5A** Identify examples of target language and culture in media forms.

#### What students will know:

Possessive adjectives (my, your, his/her)

Verb conjugation:

Present tense of verb “to have”

Present tense of verbs “to live, to prepare, to dine, etc.

Prepositions of location (*sur, dans, sous...on, in, under*)

The expressions: “there is”, “Is there?”, “What is there.. ?”

## Georgia Performance Standards Framework for French I

### Summative Performance Based Assessment 1

Elements: MLI.IP1E

#### Dream Home!

Your father's employer is transferring your family to Quebec, Canada. As a perk to your father, the company has offered the family the opportunity to design the new home. Your father asks each of the family members to help with his design. He asks you to sketch your ideal floor plan and label the rooms as you would like to have them in your new home. Make sure to include the necessary rooms for your house like the kitchen, living room, bedroom (you are limited to no more than 3 bedrooms), etc. Because you are designing for a French-speaking architect, the rooms must be labeled in French.

#### Scoring Rubric

##### *3 Exceeds Expectations*

- Sketched and labeled 8 or more rooms correctly (no more than 3 rooms are designated as bedrooms)

##### *2 Meets Expectations*

- Sketched and labeled 5-7 rooms correctly (no more than 3 rooms are designated as bedrooms)

##### *1 Approaches Expectation*

- Sketched and labeled 3-4 rooms correctly (no more than 3 rooms are designated as bedrooms)

##### *U Does Not Meet Expectations*

- Sketched and labeled 0-2 rooms correctly (no more than 3 rooms are designated as bedrooms).

## Georgia Performance Standards Framework for French I

### Summative Performance Based Assessment 2

#### Where Should We Live?

**Elements:** MLI.CCC5A, MLI.P1C, MLI.INT1D, MLI.P1B

You and your family are planning to spend a month in France. Jean, a family acquaintance living there, sends you ads from the local newspaper. Which of the following houses as described below would suit your family best? Compose a written explanation telling Jean which rental you chose so that he can take a digital photo of property and send it back to you and your family. Be sure to mention why the property is best for your family size, the number of bedrooms needed, and why amenities that home would offer would meet the needs and interests of your family members.

Appartement	Petit Bungalow	Jolie Villa
au pied du Sacré Coeur dans le quartier des Abbesses, rue calme et typique. Bel appartement lumineux, modulable en fonction des besoins d'occupation. Pièces séparées, équipement complet. 4 lits de 90 cm, lits jumeaux ou lits doubles. - Rénové, 1er étage, meublé, 1 chambre, 1 salle de bains, chauffage électrique.	situé au coeur de la Côte d'Azur. Environnement résidentiel très calme. - 6 personnes - Piscine partagée - salon/salle à manger, 1 télévision, 1 table bureau, meuble d'angle, télévision, 1 table, 4 chaises, avec 1 canapé lit, chambre 2 lits jumeaux avec table de chevet, chambre avec lampe et un grand lit. 1 avec vue sur jardin. Cuisine et terrasse. Night-club à 10 km.	50 mètres de la plage de sable fin, super tranquille. Grande terrasse avec mobilier de jardin. Un parc paysager à la flore méditerranéenne devant la villa. Animaux acceptés, Rénové, 2 chambres, 1 salle de bains, cuisine et terrasse.

## Georgia Performance Standards Framework for French I

### Scoring Rubric

#### 3 Exceeds Expectations

- Contains 4 or more sentences.
- Contains all of the required information.
- May make errors made in grammar; spelling and punctuation that do not interfere with communication.

#### 2 Meets Expectations

- Contains 3 sentences.
- Contains all of the required information.
- May make errors made in grammar; spelling and punctuation, but they rarely interfere with communication.

#### 1 Approaches Expectations

- Contains 2 sentences.
- Contains most of the required information.
- Makes errors made in grammar; spelling and punctuation that interfere with communication.

#### U Does Not Meet Expectations

- No explanation given.

## Georgia Performance Standards Framework for French I

### Summative Performance Based Assessment 3

Elements: MLI.INT1D, MLI.P1B

#### Divine Design

Fatou Ibrahim is an exchange student from Sénégal. She will be coming to stay with your family for the next semester and you are anxious to make her feel at home. You ask Fatou to write a brief letter to you describing what her room looks like. Upon receiving it, you make plans to decorate her new room so that she will feel at home once she arrives. Your brother is helping out, but since he doesn't understand French, he asks you some questions about the kinds of things she likes or has.

*Chers copains américains,*

*Ça va? Moi, ça va bien. J'habite à Dakar dans une grande maison avec ma famille. J'ai trois frères et deux sœurs, mais chaque enfant a une chambre individuelle. Ma chambre est assez petite. J'ai un canapé lit double avec beaucoup d'oreillers sur la couverture. J'ai aussi un bureau où je travaille à l'ordinateur. Mon imprimante et une lampe sont aussi sur le bureau. Devant mon lit, il y a une étagère. Sur mon étagère, il y a une stéréo avec un lecteur de CD et mes CD. J'ai aussi beaucoup de livres là parce que j'aime lire pendant que j'écoute de la musique. À côté de l'étagère, j'ai une chaise où mon petit chat aime dormir. Finalement, derrière mon bureau, il y a une grande fenêtre où j'aime regarder la vue. Avez-vous une belle vue de votre chambre?*

*Votre amie,  
Fatou*

1. What size family does she have? \_\_\_\_\_
2. Does she have any pets? \_\_\_\_\_
3. How big is her room? \_\_\_\_\_
4. Is she a music lover? \_\_\_\_\_
5. What other interest does she have? \_\_\_\_\_
6. How big is her bed? \_\_\_\_\_
7. Does she mind a room without windows? \_\_\_\_\_
8. Does she know how to use a computer? \_\_\_\_\_

## Georgia Performance Standards Framework for French I

### Scoring Rubric

**3 Exceeds Expectations**

Answers all 8 statements correctly.

**2 Meets Expectations**

Answers 6-7 statements correctly.

**1 Approaches Expectation**

Answers 4-5 statements correctly.

**U Does Not Meet Expectations**

Answers 0-3 statements correctly.

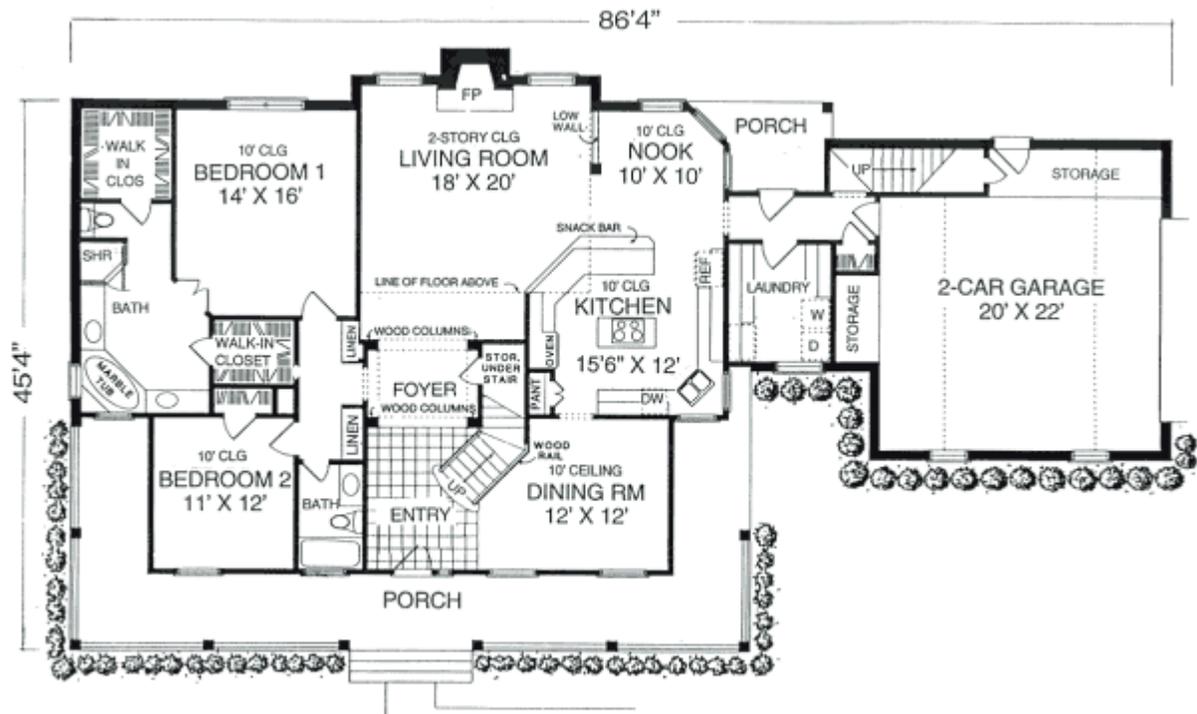
## Georgia Performance Standards Framework for French I

### Summative Performance Based Assessment 4

Elements: MLI.P1C, MLI.CCC1D, MLI.P1B

#### For Sale By Owner

Your mother is a real estate agent and she has asked you to help her with a slight dilemma. Her new clients have recently arrived from Haiti, so since you've been taking French, she would like for you to go along in the car and help her describe the house she is going to show them that afternoon. Use your imagination, along with the blueprint of the house below, to describe the rooms and features of the home to the family. Be sure to mention the size (large or small), the current paint color and any unique features of each room. Also mention the furniture or appliances the current owner plans to leave behind.



## Georgia Performance Standards Framework for French I

### Scoring Rubric

#### 3 Exceeds Expectations

- Identifies 5 or more rooms of the house.
- Includes color, size and a special feature of each room.
- Mentions 4 furniture items or appliances the owner will leave behind.
- Makes errors in grammar, spelling and pronunciation do not interfere with communication.

#### 2 Meets Expectations

- Identifies 4 rooms of the house.
- Includes color, size and a special feature of each room.
- Mentions 3 furniture items or appliances the owner will leave behind.
- Makes errors in grammar, spelling and pronunciation that may, but rarely interfere with communication.

#### 1 Approaches Expectations

- Identifies 3 rooms of the house.
- Includes color, size and a special feature of a few of the rooms.
- Mentions 2 furniture items or appliances the owner will leave behind.
- Makes errors in grammar, spelling pronunciation do interfere with communication.

#### U Does Not Meet Expectations

- Identifies only 2 rooms of the house.
- Does not include color, size or a special feature of the rooms.
- Mentions only 1 furniture item or appliance the owner will leave behind.
- Makes errors in grammar, spelling and pronunciation do interfere with communication.

## Georgia Performance Standards Framework for French I

### Interdisciplinary Instructional Tasks

#### Interpersonal Communicative Tasks

**1. Draw a House. (Art)** Have students work in pairs. Each student draws and labels a floor plan of his or her house or apartment. Then, without showing the drawing to their partner, students describe their house or apartment. Each student draws a floor plan according to the description provided by his or her partner. When finished, they compare the two plans and list differences.

**2. For Sale/ For Rent. (Social Studies/ Lang. Arts/ Math)** Students will explore the following website:

<http://www.avenrdealouer.fr>

You are helping people in your city who will be moving to France soon. The first people who ask for your help are a young couple with two pre-school children; the second is a retired couple in their 60's who want to spend half their year in France; the third is 24-year old man who wants to study a year in France, but who wants to have enough space for his friends to visit him while he's there. As you look at the listings on the site, consider the following before you make your recommendations to them. After making the most appropriate match for them, compose a short email to each of them briefly describing the house/apartment you chose for them, including the information below:

- Number of rooms needed? Number/type of rooms property has?
- Suitability of a house or an apartment?
- Purchase or rent?
- What is the address / arrondissement of your new home/apartment (if available)?
- How many rooms does it have?
- Size of the home/apartment in square meters?
- Purchase/ rental price of the home in euros?
- More or less expensive than comparable houses/apartments in the U.S.?

**3. Where is the black cat? (Speaking)** Group students in pairs. Each student is given a drawing of the same house and a cut out of a black cat. Student A will move his cat to one of the rooms in the house. Student B will try to guess the location of the cat by naming the room in which he thinks his partner placed the cat. Student B will be given three chances to guess the location before Student A reveals the cat's hiding place. Students reverse roles.

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**4. What do you have? (Lang. Arts/ Speaking)** Students are told that both Marc and Marie are sick at home today and are not at school. They need some of their belongings brought to their house. Each student has a handout with ten pictures of objects familiar to students. Student A has five pictures labeled as belonging to either Marc or Marie, but the other five have blanks below the objects. Student B has five different pictures labeled as belonging to either Marc or Marie, with five others left blank. Each student will find out the owners of all the objects which are not labeled on their handout by asking questions and making statements about the cards each one has. *For example: "I have a book. Is it Mark's book?" Partner B looks at his cards and verifies. "Yes, it is his book" or "No, it is not his book." Depending on the answer, students can fill in the blanks on his handout.*

**5. What do you do? (Lang. Arts/ Speaking)** Students are given 10 squares of paper on which to write activities related to home. Students are grouped in pairs and are instructed to place their squares in a stack with those of their partners. Working in pairs, students draw a card, read the activity aloud, and place it in a separate stack according to who they think would usually do the activity: le père, la mère, la sœur, le frère. Then each team member takes the cards from one of the family member stacks and plays one of the above roles. For example: *Moi, je suis la mère. Je prépare le dîner.*

### Interpretive Communicative Tasks

**6. Music to My Ears (Music)** Students will learn the traditional French song, *Au Clair de la Lune*. By listening for familiar words and phrases, students identify the main idea and some details of the song. Then give students a copy of the lyrics with the possessive adjectives removed and insert blanks in their place. As students listen again, ask them to write the missing words in the blanks provided.

« Au clair de la lune,  
Mon ami Pierrot,  
Prête-moi ta plume,  
Pour écrire un mot !  
Ma chandelle est morte,  
Je n'ai plus de feu ;  
Ouvre-moi ta porte,  
Je suis très peureux ! »

**7. Here or There ?(Social Studies)** Have students look at several photographs, video clips and/or illustrations of a variety of buildings in a U.S. city and a French city. (apartment buildings, hotels, etc.) Show visuals that would portray cultural and/or historical aspects of the buildings. Have your students identify and discuss the similarities and differences between the buildings of the target culture

## Georgia Performance Standards Framework for French I

**8. What’s your “Impression?” (Art)** Show examples of artistic works from the target culture depicting houses or rooms in a house. Ask the students to identify the room or house illustrated in the work. Students may also be given the opportunity to guess the name of the work from a list of titles. You can also give the students some background information about the artist in the target language. See web link: [http://language-shaping.tripod.com/paintings\\_by\\_francophone\\_artists.htm](http://language-shaping.tripod.com/paintings_by_francophone_artists.htm)

**9. Where Am I? (Lang. Arts)** Students will read teacher-generated, simple descriptions of a variety of rooms in the house. Students read each description and write the name of the room described in the target language.

**10. The Bathroom. (Social Studies/ Health)** Show students pictures of a variety of bathroom fixtures including the tub, commode and bidet. List the similarities and differences between a bathroom in the target culture and the U.S. See web link: [http://language-shaping.tripod.com/pictures\\_bathrooms.htm](http://language-shaping.tripod.com/pictures_bathrooms.htm).

**11. Where Do I Put This? (Art)** Give each student a picture of an empty room and a few furniture pieces. Based on a simple written description, have students cut and paste the furniture pieces in appropriate place.

**12. The Three Little Pigs. (Math)** Have students read and complete the Math story, “The Three Little Pigs”. See web link: [http://www.mathstories.com/Book\\_17\\_3pigs\\_grades23.htm](http://www.mathstories.com/Book_17_3pigs_grades23.htm)  
*Teacher Note: This website is in English. The math story would need to be translated.*

**13. The Clothes Pin Relay. (TPR/ P.E.)** On a paper plate write the names of eight rooms in the house. See diagram: (FRI-4 Act 13). On clothes pins, attach the names of either household furniture or typical household activities. (Use a combination of both). Make at least six plates/ clip sets and place them on different numbered desks throughout the room. Be sure to place the clips in the center of the plate. Divide the class into six groups and assign each team a number. When the signal is given, students will work in their group to match the clip with corresponding room in the house. The first team to do so correctly wins a point. Rotate the teams in a clockwise motion for six rounds. The team with the most points is declared the all around winner.

**14. Our House. (TPR/ P.E.)** Draw a simple outline of a house on the board and label each room. Cut out pictures of typical household items (television set, refrigerator, sofa, etc.) and give the students simple commands in the target language. Have the students place the household items in the appropriate rooms. Variation could be to have students respond to commands in the target language to place items in illogical places in the house.

## Georgia Performance Standards Framework for French I

### Presentational Communicative Tasks

**15. Online Real Estate (Lang Arts)** Show students pictures of furnished rooms in a house that is “for sale.” Ask them to choose the room that they think would be the strongest “selling point” of the house and write a brief description of that room for part of a bilingual listing on the realtor’s website online.

**16. The Beautiful Art. (Lang. Arts/ Art)** Have students choose a room in the house create a word art using several of the words they’ve learned in this unit. For example, if they chose the bedroom, they might create word art with the words lamp, bed, dresser, etc. See sample: FRI-4 Act 16

**17. Cinquain. (Lang. Arts/ Art/ Writing)** Tell the class that they are going to compose a cinquain poem about something they would find in a house. Ask them to tell you what “cinq” means in French. Write on the board the following and share a model cinquain.

*line 1 = a one word title, usually a noun.*

*(the rest of this is covered up until you want them to see the pattern)*

*line 2 = a two-word description of the topic, usually two adjectives*

*line 3 = three words expressing action of the topic, usually three "ing" words.*

*line 4 = a four-word phrase describing the topic that usually shows feeling for the topic.*

*line 5 = one-word synonym that restates the essence of the topic.*

example:

*Télévision*

*Grand et intéressant*

*Regarder, rigoler, chanter*

*Ma famille regarde souvent*

*Amusant*

Have students present their cinquains aloud to classmates without revealing the first line. Students try to guess what object is being described by using the clues in the cinquains.

### Presentational Communicative Tasks:

**18. Family Sitcom... (Lang. Arts/ Speaking)** Have students imagine they are entering a contest to create a family and stage set for a new situation comedy. Your teacher will videotape each entry and send it to Hollywood producer. Using visuals in their presentations, students describe each family member’s personality, being sure to include themselves as a character in the cast. They will also do a “walk through” in their presentation to describe the house or apartment set that would have to be created for show.

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**19. Just do it! (P.E./ Lang. Arts)** Write the following sentences on slips of paper and place in an envelope:

<i>Ils regardent la télévision dans le salon.</i>	(They watch television in the living room.)
<i>Ils dînent dans la salle à manger.</i>	(They have dinner in the dining room.)
<i>Ils préparent le dîner dans la cuisine.</i>	(They prepare dinner in the kitchen.)
<i>Ils travaillent dans le jardin.</i>	(They work in the garden.)
<i>Ils étudient dans la chambre.</i>	(They study in the bedroom.)
<i>Ils écoutent la radio dans la chambre.</i>	(They listen to the radio in the bedroom.)

Each team draws a slip of paper. Teams take turns pantomiming the action in front of the class. The other teams guess what has been acted out and then write the sentence on a slate board.

**20. Extension Activity: Just do it, part 2! (Math)** As an extension to the above activity, tally the number of students who do the above activities (*in italics*) and create a bar graph to represent the findings.

### Recommended Formative Assessment Tasks

Throughout the teaching and learning process, teachers use various methods to determine if their students are “getting it.” In fact, using a variety of assessment activities that address students’ multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

### Communication in the Interpersonal Mode

- ❑ Work in pairs to create and/or practice simple conversations.
- ❑ Perform a short skit or dialogue for a class, the school or the community.
- ❑ Develop simple conversations based on provided visual cues.
- ❑ Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- ❑ Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.

## Georgia Performance Standards Framework for French I

- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information,” etc.

## Georgia Performance Standards Framework for French I

### Communication in the Interpretive Mode

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

## Georgia Performance Standards Framework for French I

### Communication in the Presentational Mode

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

## Georgia Performance Standards Framework for French I

### **Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture**

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.

## Georgia Performance Standards Framework for French I

### Unit Resources and Materials:

Andreski, Marti. "The Metric Estimation Game." August, 1999.

Moving Ahead in Spanish. National Textbook Company, 1987.

Pliskin, Bernice and Claudia Karabaic Sargent. Top 24 French Word Games Hits Blackline Masters for Beginning French. White Plains: Longman, Inc., 1987.

Schmitt, Conrad J. and Katia Brillié Lutz. Bon Voyage 1A. Columbus: Glencoe/McGraw-Hill, 2002.

Shirley, Scott. "Cinquain Poetry." November, 2001

Stein, Gail. French Practice and Testing Proficiency Level 1. New York: Amsco Publications, 1991.

Three Little Pigs. MathStories.com, Inc., 1999-2003.

Valette, Jean-Paul and Rebecca Valette. Discovering French, Nouveau Bleu. Evanston: McDougal Littell, Inc., 2004.

Valette, Jean-Paul and Rebecca Valette. French For Mastery 2. Lexington: D.C. Heath, 1988.