

**World Languages
French III Honors
Unit 4: The European Community**

Essential Understandings	▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities ▪ France is part of a larger community, the European Community.
Essential Questions	▪ What is the European Community? ▪ Why was it formed? ▪ Who are the other members? ▪ How does the European Community function? ▪ What are the advantages and disadvantages for France to have membership in the European Community? ▪ How has European Community membership affected everyday life in France?
Essential Knowledge	▪ Membership in the European Community confers certain benefits and responsibilities to member nations. ▪ Geography and economics determine membership in the European Community. ▪ Use of the euro is widespread.
Vocabulary	▪ <u>Terms:</u> ○ Geography
Essential Skills	▪ Identify the member nations of the European Community. ▪ Describe the history of the European Community. ▪ Identify the advantages of the European Community. ▪ Discuss personal plans in the future. ▪ Identify a persona in a European Community country and trace daily life. ▪ Describe the plans for future growth of the European Community.

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Related Maine Learning Results	<u>World Languages</u> A. Communication A1. Interpersonal Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners. - Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. - Provide and exchange detailed information on familiar topics, orally and in writing. - Describe and explain states of being, orally and in writing. - Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning. A3. Presentational Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners. - Relate a story about a personal experience or event orally. - Paraphrase and/or summarize texts orally and in writing using a presentational format. - Give oral presentations on familiar subjects related to a culture in which the target language is spoken. A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language. - Compare a variety of grammatical structures and syntax between languages. - Identify examples of vocabulary in both languages that do not translate directly from one language to another. - Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.
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Related Maine Learning Results	B. Culture B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken - Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. - Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. - Identify differences in cultural practices among peoples that speak the same language. B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken. B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives. - Identify and compare influential figures from the two cultures. - Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken. - Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.
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Related Maine Learning Results	C. Connections C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas. a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language. a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s). b. Locate selected magazines, newspapers, authentic entertainment media, and electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s). c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken. D. Communities D1. Communities Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century. a. Interact with people, either in the community or online, who use the target language in their professions. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).
Sample Lessons And Activities	▪ Future tense ▪ Lotto games for identifying EC countries ▪ Research project about EC countries ▪ Use of prepositions with geographical terms

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Sample Classroom Assessment Methods	▪ Quizzes ▪ Skits ▪ Composition ▪ Listening comprehension ▪ Reading comprehension ▪ Written research project ▪ Games ▪ On-line web search of EC website ▪ Simulation/journal project
Sample Resources	▪ <u>Publications:</u> ○ <u>En voyage</u> (McGraw-Hill textbook) ▪ <u>Videos:</u> ○ <u>The European Community—volumes 1,4,5</u>