

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Modern Foreign Language (Grades 6-8)      **State-Funded Course:** 60.08100 Connections French

**Textbook Title:** *Exploring French* (Third Edition)

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*The Georgia Performance Standards for grades K-12 Foreign Language, K-12 ESOL, and 9-12 ELA may be accessed on-line at:  
<http://www.georgiastandards.org/>.*

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>I. Communication</b> <b>Interpersonal Mode of Communication - MLC.IP1</b>	<b>The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:</b>  A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.  B. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	Students exchange simple spoken and written information, sometimes utilizing cultural references such as formal/informal language differences, proverbs, and symbols from French-speaking countries.  See pages 5, 6, 7, 9, 11  See pages 31, 33, 35, 194, 207, 210
<b>MLC.IP2</b>	<b>The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:</b>  A. Initiate, participate in, and close a brief oral or written exchange.  B. Demonstrate Novice-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	Students learn the skills and vocabulary to sustain brief oral and written exchanges.  See pages 23, 35, 65, 79, 91, 143  See Teacher’s Guide pages 12-22, 22-32

<p><b>Interpretive Mode of Communication - MLC.INT1</b></p>	<p><b>The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:</b></p> <p>A. Identify main ideas and some details when reading and listening.</p> <p>B. Understand simple instructions, such as classroom procedures.</p> <p>C. Demonstrate Novice-Low proficiency in listening and reading comprehension.</p>	<p>Students demonstrate understanding of simple spoken and written language based on basic topics such as family, self, school, etc.</p> <p>See pages 21, 25, 34, 67, 81, 119, 168</p> <p>See pages 21, 23, 26, 27 See Teacher’s Guide pages 32, 186</p> <p>See Teacher’s Guide pages 82, 90, 94, 97, 151, 164</p>
<p><b>MLC.INT2</b></p>	<p><b>The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:</b></p> <p>A. Differentiate among statements, questions and exclamations.</p> <p>B. Recognize basic gestures and body language that clarify a message.</p>	<p>Students interpret verbal and nonverbal cues to understand simple spoken and written messages.</p> <p>See pages 39, 53, 60, 91, 117</p> <p>See pages 2, 11, 77, 145, 192</p>
<p><b>Presentational Mode of Communication - MLC.P1</b></p>	<p><b>The students present information orally and in writing that contains a minimum of vocabulary, phrases, and patterns. The students:</b></p> <p>A. Present information gathered from a variety of sources such as informal conversations, class presentations, readings, and media.</p> <p>B. Give basic information about self and others including school, family, activities, etc.</p>	<p>Students present information orally and in writing.</p> <p>See pages 35, 53, 103, 117</p> <p>See pages 23, 65, 79, 159, 241</p>



	<p>B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).</p> <p>C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.</p> <p>D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.</p> <p><b>The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:</b></p> <p>A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.</p> <p>B. Demonstrate an awareness of elements of the students' own culture.</p>	<p>See pages 32, 34, 166</p> <p>See pages 48, 127, 182, 224</p> <p>See pages 42-46, 110-113, 124-125, 178-180, 220-222</p> <p>Students demonstrate an understanding of culture by comparing French culture and their own culture.</p> <p>See pages 2, 113, 164 See Teacher's Guide pages 13, 16, 17, 19, 22</p> <p>See Teacher's Guide pages 17, 18, 21</p>
<p><b>MLC.CCC3</b></p>	<p><b>The students compare basic elements of the target language to the English language. The students:</b></p> <p>A. Recognize similarities and differences in sound systems, writing systems, cognates, and gender.</p> <p>B. Recognize basic sound distinctions and their effect on communicating meaning.</p>	<p>Students compare basic elements of French with English.</p> <p>See Teacher's Guide pages 13, 16, 24, 32-33</p> <p>See Teacher's Guide pages 8, 32-33</p>

<p><b>MLC.CCC4</b></p>	<p><b>The students demonstrate an awareness of current events in the target culture(s). The students:</b>  A. Give information regarding a major current event of the target culture(s).  B. Understand the impact of current events of the target culture(s).</p>	<p>Students demonstrate awareness of current events in French-speaking countries.</p> <p>See page 185  See Teacher’s Guide pages 16, 20</p>
<p><b>MLC.CCC5</b></p>	<p><b>The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:</b>  A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.  B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.</p>	<p>Students identify situations and resources in which French skills and cultural knowledge may be applied outside school.</p> <p>See pages 54, 104, 118, 130, 242, 254, 268</p> <p>See Teacher’s Guide pages 2-3</p>