



SOUTHERN LEHIGH SCHOOL DISTRICT
5775 Main Street
Center Valley, PA 18034

Scope and Sequence for **Spanish II, French II, and Chinese II**

ACTFL Standards & Can Do Descriptors - COMMUNICATION

INTERPRETIVE

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

PERFORMANCE BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in text that are spoken, [or] written, ~~or signed~~.

PERFORMANCE INDICATORS

NOVICE MID

(To be secured by the end of Level II)

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

PERFORMANCE INDICATORS

NOVICE HIGH

(Developing throughout Level II)

I can identify the topic and some isolated facts from simple sentences in informational texts.

I can identify the topic and some isolated elements from simple sentences in short fictional texts.

I can understand familiar questions and statements from simple sentences in conversations.

INTERPERSONAL

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

PERFORMANCE BENCHMARK

I can communicate in spontaneous spoken, [or] written, ~~or signed~~ conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

PERFORMANCE INDICATORS

NOVICE MID

(To be secured by the end of Level II)

I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

PERFORMANCE INDICATORS

NOVICE HIGH

(Developing throughout Level II)

I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

I can express, ask about, and react to preferences, feelings, or opinions, on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

PRESENTATIONAL

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

PERFORMANCE BENCHMARK

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, [or] written, ~~or signed~~ language.

PERFORMANCE INDICATORS

NOVICE MID

(To be secured by the end of Level II)

I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

PERFORMANCE INDICATORS

NOVICE HIGH

(Developing throughout Level II)

I can present personal information about my life and activities, using simple sentences most of the time.

I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

I can present on familiar and everyday topics, using simple sentences most of the time.

Pennsylvania Academic Standards for World Languages - COMMUNICATION

STAGE 1

(Developing throughout Level II)

12.1. CONTENT STANDARDS

12.1.1. PERFORMANCE INDICATORS

<p>A. Know the basic sound system and spelling patterns of the target language.</p>	<p>A. Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <ul style="list-style-type: none"> • Phrases • Expressions • Facts about family
<p>B. Know common vocabulary forms and structures used in basic speaking and writing.</p>	<p>B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills)</p> <ul style="list-style-type: none"> • Greetings, farewells and courtesy expressions • Formal and informal forms of address • Numbers and dates • Daily life skills • Basic question words • Classroom commands
<p>C. Recognize common vocabulary terms through listening and reading.</p>	<p>C. Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <ul style="list-style-type: none"> • Time expressions • Weather expressions • Colors • Likes and dislikes
<p>D. Know simple sentence and question structures in order to communicate.</p>	<p>D. Use simple sentence and question structures in speaking and writing.</p> <ul style="list-style-type: none"> • Memorized words • Phrases • Expressions • Facts about family
<p>E. Identify words from the target language that are commonly used in English.</p>	<p>E. Find words used in magazines, commercials and advertisements influenced by the target language.</p> <ul style="list-style-type: none"> • Classroom bulletin board collage • Notebook collage
<p>F. Know how the target language has influenced other school curriculum areas.</p>	<p>F. Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum.</p> <ul style="list-style-type: none"> • Health and Physical Education (e.g., soccer) • Science (e.g., Fahrenheit/Celsius) • Music (e.g., lento, a cappello, allegro)

ACTFL Standards & Can Do Descriptors – INTERCULTURAL COMMUNICATION

INVESTIGATE

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

PERFORMANCE BENCHMARK

In my own and other cultures, I can identify products and practices to help me understand perspectives.

PERFORMANCE INDICATORS

NOVICE

(Developing throughout Level II)

Products

In my own and other cultures, I can identify some typical products related to familiar everyday life.

Practices

In my own and other cultures, I can identify some typical practices related to familiar everyday life.

INTERACT

PERFORMANCE BENCHMARK

I can interact at a survival level in some familiar everyday contexts.

PERFORMANCE INDICATORS

NOVICE

(Developing throughout Level II)

Language

I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

Behavior

I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Pennsylvania Academic Standards for World Languages - CULTURE

STAGE 1

(Developing throughout Level II)

12.3. CONTENT STANDARDS

12.3.1. PERFORMANCE INDICATORS

<p>A. Identify fundamental products and customs of the target culture.</p>	<p>A. Discuss the fundamental products and customs of the target culture in the target language.</p> <ul style="list-style-type: none"> • Flags • Landmarks • Names • Culture-specific foods and crafts
<p>B. Know typical expressions and gestures for basic social interactions in the target culture.</p>	<p>B. Use culturally appropriate memorized expressions and gestures for basic social interactions.</p> <ul style="list-style-type: none"> • Greetings and leave-takings • Familiar and polite forms of address • Common courtesies
<p>C. Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p>	<p>C. Model life skills and social interactions in the target language culture and in one's own culture.</p> <ul style="list-style-type: none"> • Concepts of time and punctuality • Family and peer relationships • Daily routine • Knowledge of stereotypes • Cultural sensitivity
<p>D. Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit, chocolate, patio).</p>	<p>D. List and relate content subject words used in English that have origins in the target language.</p> <ul style="list-style-type: none"> • Mathematics (e.g., metric, geometry) • Music (e.g., lento, a cappello, allegro) • Literature (e.g., Hansel and Gretel, Arabian Nights) • Physical Education (e.g., tango, ballet, Olympics, soccer) • Science (e.g., Fahrenheit, Celsius, Homo sapiens)

ACTFL Standards – CONNECTIONS

(Developing throughout Level II)

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL Standards – COMPARISONS

(Developing throughout Level II)

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

ACTFL Standards – COMMUNITIES

(Developing throughout Level II)

Standard 5.1 Students use the language both within and beyond the school setting.

Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Pennsylvania Academic Standards for World Languages – COMMUNITIES

STAGE 1

(Developing throughout Level II)

12.5. CONTENT STANDARDS

A. Know where local and regional community the target language and culture are useful.

12.5.1. PERFORMANCE INDICATORS

A. Introduce one's self and respond to simple questions in the local and regional community.

- Face to face interaction
- Key pals, pen pals, Internet
- Audio and video tapes
- Local celebrations
- School club activities
- Target language community visits where possible

<p>B. Know where in the national community the target language and culture are experienced.</p>	<p>B. Respond to simple questions and interpret simple messages on a national level.</p> <ul style="list-style-type: none"> • Newspapers and magazines • Audio and video tapes • Key pals, pen pals, Internet • Radio • Television
<p>C. Know where the target language is spoken in the global community.</p>	<p>C. Introduce one’s self, respond to simple questions and interpret simple messages on a global level.</p> <ul style="list-style-type: none"> • Newspapers and magazines • Audio, video tapes • Radio • Key pals, pen pals, Internet • Television
<p>D. Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities.</p>	<p>D. Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local, national and global communities.</p> <ul style="list-style-type: none"> • Schools and families • Offices and airports • Hospitals and police stations • Newspapers and magazines • Libraries and bookstores • Radio and television • Telephones and Internet