



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

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

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 understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, [or] written, ~~or signed~~.

PERFORMANCE INDICATORS

INTERMEDIATE LOW

(To be secured by the end of Level V)

PERFORMANCE INDICATORS

INTERMEDIATE MID

(Developing throughout Level V)

I can identify the topic and related information from simple sentences in short informational texts.

I can identify the topic and related information from simple sentences in short fictional texts.

I can identify the main idea in short conversations.

I can understand the main idea and key information in short straightforward informational texts.

I can understand the main idea and key information in short straightforward fictional texts.

I can identify the main idea and key information in short straightforward conversations.

INTERPERSONAL

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

PERFORMANCE BENCHMARK

I can participate in spontaneous spoken, [or] written, ~~or signed~~ conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PERFORMANCE INDICATORS

INTERMEDIATE LOW

(To be secured by the end of Level V)

I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.

I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

PERFORMANCE INDICATORS

INTERMEDIATE MID

(Developing throughout Level V)

I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.

I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

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 communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, [or] written, ~~or signed~~ language.

PERFORMANCE INDICATORS

INTERMEDIATE LOW

(To be secured by the end of Level V)

I can present personal information about my life, activities and events, using simple sentences.

I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

I can present on familiar and everyday topics, using simple sentences.

PERFORMANCE INDICATORS

INTERMEDIATE MID

(Developing throughout Level V)

I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

Pennsylvania Academic Standards for World Languages - COMMUNICATION

STAGE 3

(Developing throughout Level V)

12.1. CONTENT STANDARDS

12.1.1. PERFORMANCE INDICATORS

<p>A. Know details of sound system and spelling patterns of the target language.</p>	<p>A. Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding.</p>
<p>B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p>	<p>B. Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language.</p> <ul style="list-style-type: none"> • Medical terms • Money exchange • Purchases • Use of transportation and communications • Lodging arrangements
<p>C. Recognize advanced vocabulary through listening and reading selections.</p>	<p>C. Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines.</p> <ul style="list-style-type: none"> • Public figures • Historical figures • Major news events
<p>D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p>	<p>D. Develop and use simple, compound and complex sentence and question structures to communicate and comprehend.</p> <ul style="list-style-type: none"> • Face-to-face initiated conversations • Simple survival tasks • A simple letter • Main ideas of culturally authentic materials • Compositions
<p>E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p>	<p>E. Discuss two paragraphs: one in English and one in the target language. Select words from different origins. Compare their use in English and in the target language.</p> <ul style="list-style-type: none"> • Comparative discussion with classmates • Comparative discussion with the teacher • Follow-up written paragraph in target language using selected words from different origins.
<p>F. Analyze how the target language has influenced the school curriculum.</p>	<p>F. Make a presentation or write a paragraph in the target language about another subject area explaining the connections.</p> <ul style="list-style-type: none"> • History • Art • Mathematics • Environment and Ecology

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 make comparisons between products and practices to help me understand perspectives.

PERFORMANCE INDICATORS

INTERMEDIATE

(Developing throughout Level V)

Products

Practices

In my own and other cultures, I can compare products related to everyday life and personal interest or studies.

In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.

INTERACT

PERFORMANCE BENCHMARK

I can interact at a functional level in some familiar contexts.

PERFORMANCE INDICATORS

INTERMEDIATE

(Developing throughout Level V)

Language

Behavior

I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Pennsylvania Academic Standards for World Languages - CULTURE

STAGE 3

(Developing throughout Level V)

12.3. CONTENT STANDARDS

12.3.1. PERFORMANCE INDICATORS

<p>A. Explain a variety of services, products and customs of the target culture.</p>	<p>A. Speak and write about cultural aspects of services, products and customs in the target language.</p> <ul style="list-style-type: none"> • Cultural reenactments • Commerce and tourism • Popular culture
<p>B. Assess cultural patterns in a variety of social settings.</p>	<p>B. Generate spontaneous oral and written role-plays and interviews in a culturally competent manner.</p> <ul style="list-style-type: none"> • Expressions of emotion • Conversations with speakers of the target culture • Negotiating everyday business routines (e.g., bank, service station)
<p>C. Compare and contrast the similarities and differences in social institutions between cultures.</p>	<p>C. Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures.</p> <ul style="list-style-type: none"> • Educational process (e.g., schedules, extra-curricular activities) • Personal healthcare and survival (e.g., going to doctor, hygiene) • Family (e.g., customs, traditions)
<p>D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.</p>	<p>D. Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).</p>

ACTFL Standards – CONNECTIONS

(Developing throughout Level V)

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 V)

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 V)

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 3

(Developing throughout Level V)

12.5. CONTENT STANDARDS

12.5.1. PERFORMANCE INDICATORS

A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.

A. Name local employment areas in which language skills may be used. Use the language at the necessary language proficiency level to interact with local community members in their occupations.

- Occupation and profession names
- Career and personal options

B. Know national employment opportunities where the target language is used and how and why the target language is necessary.

B. Name national employment areas in which world language skills may be used. Use target language at the necessary language proficiency level to interact with national community members in their occupations.

- Occupation and profession names
- Career and personal options

<p>C. Know global employment opportunities where the target language is used and how and why the target language is necessary.</p>	<p>C. Name global employment areas in which world language skills may be used. Use target language to interact at the necessary language proficiency level with global community members in their occupations.</p> <ul style="list-style-type: none"> • Occupation and profession names • Career and personal options
<p>D. Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.</p>	<p>D. Use speaking, writing and reading to compare and connect local, national and global employment opportunities for those who speak English and those who speak English and a target language.</p> <ul style="list-style-type: none"> • Newspapers • Employment agencies • Unemployment office • College placement offices