



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

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

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 HIGH

(To be secured by the end of Level III)

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.

PERFORMANCE INDICATORS

INTERMEDIATE LOW

(Developing throughout Level III)

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.

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 HIGH

(To be secured by the end of Level III)

PERFORMANCE INDICATORS

INTERMEDIATE LOW

(Developing throughout Level III)

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.

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.

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 HIGH

(To be secured by the end of Level III)

PERFORMANCE INDICATORS

INTERMEDIATE LOW

(Developing throughout Level III)

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.

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.

Pennsylvania Academic Standards for World Languages - COMMUNICATION

STAGE 1

(To be secured by the end of Level III)

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

(To be secured by the end of Level III)

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

(To be secured by the end of Level III)

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

(To be secured by the end of Level III)

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 III)

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 III)

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 III)

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

(To be secured by the end of Level III)

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