



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

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

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

(Developing throughout Level IV)

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 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

(Developing throughout Level IV)

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 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

(Developing throughout Level IV)

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 2

(To be secured by the end of Level IV)

12.1. CONTENT STANDARDS

12.1.1. PERFORMANCE INDICATORS

<p>A. Refine knowledge of the sound system and spelling patterns of the target language.</p>	<p>A. Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency.</p>
<p>B. Know expanded vocabulary forms and structures used in basic speaking and writing.</p>	<p>B. Speak and write expanded vocabulary phrases and structures in dialogs of short essays.</p> <ul style="list-style-type: none"> • Nationalities • Occupations • Age groups • Food and beverages • Sports and leisure • School • Anatomy
<p>C. Recognize expanded vocabulary through listening and reading.</p>	<p>C. Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.</p> <ul style="list-style-type: none"> • Question formation • Daily schedules and school schedules • Personal information exchange • Directions and commands
<p>D. Know simple sentence and question structures in order to communicate about memorable and upcoming events.</p>	<p>D. Use simple sentences and question structures to communicate about daily activities, social amenities and personal information</p> <ul style="list-style-type: none"> • New sentences using previously learned material • Original questions • Spontaneous responses to questions • Face-to-face conversations
<p>E. Identify words in English that have origins in the target language.</p>	<p>E. Use an English dictionary to find the meaning and origins of target language words.</p> <ul style="list-style-type: none"> • Multi-syllable words • Target language sentences using origin words.
<p>F. Explain how the target language has influenced other areas of school curriculum.</p>	<p>F. Model and represent the cross-curriculum connections in other subject areas for classmates and language teacher through the target language</p> <ul style="list-style-type: none"> • Dialogs • Cartoon drawings • Small paragraphs

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 IV)

Products

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

Practices

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 IV)

Language

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.

Behavior

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 2

(To be secured by the end of Level IV)

12.3. CONTENT STANDARDS

12.3.1. PERFORMANCE INDICATORS

<p>A. Describe the products and customs of the target language.</p>	<p>A. Discuss the products and customs of the target culture in simple sentences in the target language.</p> <ul style="list-style-type: none"> • Holidays • Famous people and their contributions • Menus and schedules
<p>B. Explain cultural patterns of daily social interaction.</p>	<p>B. Write and perform simple role-plays reflecting daily life in a culturally competent manner.</p> <ul style="list-style-type: none"> • Making purchases and placing orders • Table manners and eating customs • Telephone and letter etiquette • School classes and activities
<p>C. Explain similarities and differences of daily activities between cultures.</p>	<p>C. Write about and dramatize cultural similarities and differences in daily activities in the target language.</p> <ul style="list-style-type: none"> • Youth, school and leisure culture • Concept of personal space and distance • Relationships with adults and authority figures • Work ethic
<p>D. Know information with details in other subject areas influenced by the target culture.</p>	<p>D. Read and comprehend simple sentences from the target language/culture in other school content areas.</p> <ul style="list-style-type: none"> • Consumer Science (e.g., recipe instructions and cooking terms) • Geography (e.g., map reading) • Mathematics (e.g., monetary systems and conversions) • Technology/Computer (e.g., instructions and frequently used terms)

ACTFL Standards – CONNECTIONS

(Developing throughout Level IV)

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 IV)

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 IV)

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 2

(To be secured by the end of Level IV)

12.5. CONTENT STANDARDS

A. Identify local resources for gathering information from practical purposes and for personal enjoyment.

B. Identify national resources for gathering information for practical purposes and personal enjoyment.

12.5.1. PERFORMANCE INDICATORS

A. Use target language skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.

- Career exploration
- Local celebrations
- Entertainment (e.g., movies, plays, concerts, museums)

B. Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community.

- Career exploration
- Ethnic celebrations
- Entertainment (e.g., movies, plays, concerts, museums)

<p>C. Identify global resources for gathering information for practical purposes and personal enjoyment.</p>	<p>C. Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community.</p> <ul style="list-style-type: none"> • Career exploration • Travel/study/work abroad • International cultural events and activities
<p>D. Identify comparisons and connections about resources in the local, national, and global communities where the target language is used and resources where English is spoken or written in those same communities.</p>	<p>D. Use speaking, writing and reading to compare and connect local, national and global resources in English speaking communities with the target language resources in those communities.</p> <ul style="list-style-type: none"> • Bookstores • Libraries • Newspapers and magazines • Radio and cable television • Internet and Website searches