

**FOREIGN LANGUAGE**

**COURSE OF STUDY**

**LEVELS I - V**

Perrysburg Exempted Village School District  
140 East Indiana Avenue  
Perrysburg Ohio 43551

June, 2009

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## **STATEMENT OF BOARD OF EDUCATION APPROVAL**

The Foreign Language Course of Study has been approved by the Perrysburg Exempted Village School District Board of Education on June 15, 2009.

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Thomas L. Hosler, Superintendent

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Valerie Hovland, Board President

## INTRODUCTION

The Perrysburg Schools offer five years of **French** and **Spanish** as elective courses. Students planning to attend college are encouraged to take two or more years of the same language. Students of above-average ability and achievement at the Junior High School may elect to take Level I language in the eighth grade. Students who have successfully completed Level I instruction may start their high school language program at Level II. The Junior High program permits a longer sequence of study of one foreign language and/or the study of more than one foreign language. Entry level courses at the high school permit students to begin the study of a first or second foreign language during their high school years.

## COMMITTEE MEMBERS

### FRENCH

Lynda Fox, Dept. Co-Chair  
Maureen Gerber  
Sandra Harding

### SPANISH

Tricia Cavins  
Aaron Cookson  
Melanie Lyons, Dept. Co-Chair  
Patricia Mauer  
Margaret Smith  
Alicia Steele  
Juanita Torrence

Freda Lang, Curriculum Consultant

Kadee Anstadt,  
Curriculum and Technology Coordinator

## **DISTRICT PHILOSOPHY AND PURPOSE**

The Perrysburg Schools are dedicated to the perpetuation and improvement of our democratic society by means of the fullest possible development of all individuals. They strive to contribute effectively to the development of the knowledge, skills, habits, understanding, attitudes, and character traits essential for rich, personal living; the sound choice of and effective participation in a vocation; satisfying human relationships, and responsible, contributing citizenship. In order to accomplish these goals successfully, schools must reflect and be responsive to the needs of the community.

In the practical application of this philosophy, opportunities shall be provided each individual to develop:

- moral and ethical values, which include respect for self, for others, for property, and for the laws of our society.
- physical and emotional health.
- an appreciation for his/her role in the family, in the school, and in the community.
- the ability to communicate ideas.
- knowledge and respect of his/her natural environment.
- economic competence as a consumer.
- knowledge and appreciation of educational and vocational choices, which are available to each individual.
- knowledge and appreciation of the arts.
- knowledge and skill to allow for wise use of leisure time.
- zeal for continuous learning and self-improvement.
- the ability to make reliable judgments based on analytical and creative thinking.
- love of country and effective participation in the democratic process.

## **FOREIGN LANGUAGE PROGRAM MISSION AND GOALS**

The mission of the Perrysburg Exempted Village Schools Foreign Language program is to empower learners to communicate in a global community by synthesizing all aspects of language, to understand and appreciate other cultures, and develop insight into their own language and culture. The following goals serve to facilitate the enactment of the mission.

**GOAL 1:** To enable learners to communicate in a foreign language for multiple purposes and within a wide range of cultural contexts.

The learner will:

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Understand and interpret written and spoken language on a variety of topics.
3. Present information, concepts and ideas orally and in written form on a variety of topics.
4. Use language, both within and beyond the school setting, to establish and maintain personal relationships, for leisure and personal enrichment, and for career and educational pursuits.

**GOAL 2:** To enable learners to demonstrate knowledge of world cultures, develop an appreciation of cultural diversity, and expand awareness of their own language and culture.

The learner will:

1. Describe and analyze the patterns of behavior and thinking which are derived from cultural beliefs and attitudes.
2. Examine the significant contributions of the target cultures to the world community.
3. Recognize that different languages use different patterns to communicate and interact and can apply this knowledge to their own language and culture.

**GOAL 3:** To enable learners to expand opportunities to use language by connecting with other disciplines, accessing information through authentic language sources and by interacting in the global society.

The learner will:

1. Use foreign languages to enhance and further knowledge of other disciplines.
2. Explore opportunities to use the target language within the community and internationally.
3. Communicate directly with speakers of the target language through face-to-face conversations and/or authentic documents, written texts and the media.

GOAL 4: To develop insights into the nature of language and culture.

The learner will:

1. Enhance his/her understanding of the nature of language by comparing the target language and English.
2. Enhance his/her understanding of the concept of culture by comparing his/her own culture with another culture.

GOAL 5: To enable learners to participate in multi-lingual communities and cultures at home and around the world.

The learner will:

1. Use the language both within and beyond the school setting.
2. Show evidence of becoming a lifelong learner by using the language for personal enjoyment and enrichment.
3. Use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives.
4. Benefit from additional career options and greater marketability.

GOAL 6: To implement the use of technology to support and enhance student learning.

The learner will:

1. Engage in authentic contemporary communication with speakers of the target language.
2. Be exposed to authentic contemporary language.
3. Explore accepted practices, products and perspectives of the target culture.
4. Demonstrate proficiency through technology-based creations and research.

## **STRANDS**

The instructional objectives in this course of study are organized in three strands which reflect the goals. The three strands are:

1. Communication
2. Culture
3. Multidisciplinary Connections

## **PUPIL EVALUATION POLICY**

1. The performance objectives will be evaluated with a variety of evaluative procedures which may include:
  - A. Homework exercises
  - B. Classroom activities
  - C. Aural discrimination exercises and quizzes
  - D. Oral presentations or oral quizzes
  - E. Compositions
  - F. Quizzes (one or two concepts)
  - G. Unit or chapter tests
  - H. Semester exams (except when exempted by school policy)

The quarter grades are a process of reducing the multiple aspects of a student's performance into a single mark. It is therefore important that an assigned grade reflect as accurately and as fairly as possible the quality of a student's performance relative to course of study objectives. Classroom grading procedures will be explained in writing by the individual teachers at the beginning of the term. Quarter and semester grades will be assigned in accordance with school policy.

2. Level of Proficiency
  - A. The learner will demonstrate a minimum proficiency of a D- grade in the basic skill areas in order to receive credit.
  - B. The learner will demonstrate a minimum proficiency of a C- grade in the basic skill areas as a prerequisite for continuing to the next level of language instruction.
  - C. The learner will demonstrate a minimum proficiency of a B- grade in the basic skill areas as a prerequisite for continuing to the Honors classes.

## LEVEL I—SCOPE AND SEQUENCE

*INSTRUCTIONAL OBJECTIVES (numbered) and PERFORMANCE OBJECTIVES (lettered)*

### Communication

The learner will:

1. Distinguish among authentic sound patterns and recognize inflectional and intonational differences of the target language. (6c)
  - A. Discriminate among the basic vowel and consonant sounds.
  - B. Identify the location of stressed syllables.
  - C. Comprehend words that are elided in normal speech.
  - D. Distinguish statements from questions from the speaker's intonation.
2. Comprehend and respond to oral communications in the target language and appropriate to the level of instruction. (6c/b)
  - A. Comprehend and respond to simple oral directions in the language.
  - B. Recognize active vocabulary as presented in the lessons.
  - C. Comprehend short dialogs and anecdotes, using text-related active and passive vocabulary, presented in the target language by a variety of speakers at a moderate tempo.
3. Reproduce appropriately authentic sound structures of the target language in all oral work. (6c)
  - A. Pronounce basic vowel and consonant sounds correctly.
  - B. Pronounce isolated words with appropriate syllable stress.
  - C. Use liaison appropriately.
  - D. Use appropriate rhythm and intonation in simple sentences.
4. Initiate and respond to patterns of conversation appropriate to the level of instruction. (6b)
  - A. Construct and respond appropriately to simple questions introduced in the text.
  - B. Participate with teacher and peers in conversations patterned after text-presented materials.
  - C. Use the target language for routine class communications.
5. Produce oral narratives of duration and difficulty appropriate to the level of instruction. (6b)
  - A. Relate brief autobiographical statements and personal opinions.
  - B. Be able to restate or summarize orally, in the target language, simple written materials.

6. Use, in oral work, grammatical structures, vocabulary and locutions appropriate to the level of instruction. (6b)
  - A. Construct simple sentences accurately.
  - B. Express themselves accurately in the tenses presented in the basic text.
  - C. Use structures presented in the basic text in original sentences.
7. Read aloud with accurate pronunciation the usual letter combinations of the target language. (6b)
  - A. Read aloud materials from the textbook or drills, the majority of which have been previously heard.
  - B. Be able to sound out simple new words.
8. Comprehend written passages of a length and difficulty appropriate to the level of instruction.
  - A. Read, comprehend and respond appropriately to simple written instructions.
  - B. Read and comprehend simple sentences, dialogs, short paragraphs and simple poems within the range of learned vocabulary and structure.
  - C. Read and comprehend simple written communications commonly found in the countries where the target language is spoken (e.g., store names, signs, etc.).
9. Spell accurately written work. (6a)
  - A. Correctly spell words within active vocabulary.
  - B. Use capitalization rules and diacritical marks correctly.
  - C. Use the dictionary appropriately for correct spelling of new words.
  - D. Write dictated material accurately within the range of learned vocabulary and structure.
10. Use grammatical structures, vocabulary and locutions accurately in passages of written work of a length and difficulty appropriate to the level of instruction. (6a)
  - A. Compose appropriate sentence answers to written questions.
  - B. Construct simple sentences accurately within the range of learned vocabulary and structure.
  - C. Incorporate basic idiomatic expressions in original sentences.
  - D. Compose dialogues, paragraphs or informal letters on a given topic within the range of learned vocabulary and structure.

### Culture

The learner will:

1. Recognize major differences between his/her own lifestyle and that of countries where the target language is spoken. (1a)
  - A. Discuss, compare and contrast everyday customs of the students' world to those in countries where the target language is spoken.
  - B. View and discuss visuals, magazines and other realia pertaining to lifestyle.
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.

2. Appreciate selected literary, technological and artistic contributions in countries where the target language is used. (1a)
  - A. Listen to and/or sing a variety of styles of music from the countries where the language is spoken.
  - B. View and discuss reproductions, photographs and/or films/videos of the visual arts (paintings, drawings, sculpture, architecture, films/videos).
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.
  - D. Read literary selections of a length and difficulty appropriate to the level of instruction.
  
3. Understand the basic geography and history of countries where the target language is used. (1a)
  - A. Consult appropriate maps.
  - B. View slides, pictures and films/videos of places where the language is spoken.
  - C. Read cultural texts of a length and difficulty appropriate to the level of instruction.

### Multidisciplinary Connections

The learner will:

1. Recognize the value of the foreign language in further study, language-related careers and travel. (3e)
  - A. Recognize geographical locations where the target language is spoken.
  - B. Recognize language-related careers.
  - C. Discuss opportunities and reasons for continued language study.
  - D. Evaluate use of language in travel experiences.
  - E. Develop oral communication skills for use in travel experiences.
  - F. Develop reading skills, such as the reading of signs, for use in travel experiences.
  
2. Recognize the value of foreign language instruction in other disciplines, such as art, music, social studies and English vocabulary and grammar. (3e)
  - A. Draw from knowledge of other disciplines in class discussions of cultural materials.
  - B. Expand knowledge of geography, history and government.
  - C. Explore contributions in art, music, literature and technology.
  - D. Relate cognates and word families to English.
  - E. Review grammatical concepts necessary to the understanding of the target language structures.

## LEVEL II—SCOPE AND SEQUENCE

*INSTRUCTIONAL OBJECTIVES (numbered) and PERFORMANCE OBJECTIVES (lettered)*

### Communication

The learner will:

1. Distinguish among authentic sound patterns and recognize inflectional and intonational differences of the target language. (6b)
  - A. Recognize and comprehend all basic isolated and elided sounds.
  - B. Recognize and comprehend all patterns of stress and intonation.
  - C. Recognize simple grammatical differences that depend on critical sound differences (singular vs. plural, indicative vs. subjunctive, etc.).
2. Comprehend and respond to oral communications in the target language and appropriate to the level of instruction. (6b)
  - A. Comprehend and respond to oral directions in the language.
  - B. Recognize active vocabulary as presented in the lessons.
  - C. Comprehend short dialogs and anecdotes, using text-related active and passive vocabulary, presented in the target language by a variety of speakers at a moderate tempo.
3. Reproduce appropriately authentic sound structures of the target language in all oral work. (6b)
  - A. Review and refine basic vowel and consonant sounds.
  - B. Pronounce vocabulary words correctly.
  - C. Use liaison appropriately.
  - D. Use appropriate rhythm and intonation in simple and moderately complex sentences.
4. Initiate and respond to patterns of conversation appropriate to the level of instruction. (6b)
  - A. Construct and respond appropriately to simple questions introduced in the text.
  - B. Participate with teacher and peers in conversations patterned after text-presented materials.
  - C. Use the target language for routine class communications.
5. Produce oral narratives of duration and difficulty appropriate to the level of instruction. (6b)
  - A. Relate brief autobiographical statements and personal opinions.
  - B. Be able to restate, or summarize orally, in the target language simple written materials.
6. Use, in oral work, grammatical structures, vocabulary and locutions appropriate to the level of instruction. (6b)
  - A. Construct simple sentences accurately.
  - B. Express themselves accurately in the tenses presented in the basic text.
  - C. Use structures presented in the basic text in original sentences.

7. Read aloud with accurate pronunciation the usual letter combinations of the target language. (6b)
  - A. Read aloud materials from the textbook or drills, the majority of which have been previously heard.
  - B. Be able to sound out simple new words.
8. Comprehend written passages of a length and difficulty appropriate to the level of instruction.
  - A. Read, comprehend and respond appropriately to simple written instructions.
  - B. Read and comprehend simple sentences, dialogs, short paragraphs and simple poems within the range of learned vocabulary and structure.
  - C. Read and comprehend simple written communications commonly found in the countries where the target language is spoken (e.g., store names, signs, etc.).
9. Spell accurately written work. (6a)
  - A. Correctly spell words within active vocabulary.
  - B. Use capitalization rules and diacritical marks correctly.
  - C. Use the dictionary appropriately for correct spelling of new words.
  - D. Write dictated material accurately within the range of learned vocabulary and structure.
10. Use grammatical structures, vocabulary and locutions accurately in passages of written work of a length and difficulty appropriate to the level of instruction. (6a)
  - A. Compose appropriate sentence answers to written questions.
  - B. Construct simple sentences accurately within the range of learned vocabulary and structure.
  - C. Incorporate basic idiomatic expressions in original sentences.
  - D. Compose dialogues, paragraphs or informal letters on a given topic within the range of learned vocabulary and structure.

### Culture

The learner will:

1. Recognize major differences between their own lifestyle and that of countries where the target language is spoken. (1a)
  - A. Discuss, compare and contrast everyday customs of the students' world to those in countries where the target language is spoken
  - B. View and discuss visuals, magazines and other realia pertaining to lifestyle.
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.
2. Appreciate selected literary, technological and artistic contributions in countries where the target language is used. (1a)
  - A. Listen to and/or sing a variety of styles of music from the countries where the language is spoken.
  - B. View and discuss reproductions, photographs and/or films/videos of the visual arts (paintings, drawings, sculpture, architecture, films/videos).

- C. Read cultural materials of a length and difficulty appropriate to the level of instruction.
  - D. Read literary selections of a length and difficulty appropriate to the level of instruction.
3. Understand the basic geography and history of countries where the target language is used. (1a)
- A. Consult appropriate maps.
  - B. View slides, pictures and films/videos of places where the language is spoken.
  - C. Read cultural texts of a length and difficulty appropriate to the level of instruction.

### Multidisciplinary Connections

The learner will:

1. Recognize the value of the foreign language in further study, language-related careers and travel. (3e)
  - A. Recognize geographical locations where the target language is spoken
  - B. Recognize language-related careers.
  - C. Discuss opportunities and reasons for continued language study.
  - D. Evaluate use of language in travel experiences.
  - E. Develop oral communication skills for use in travel experiences.
  - F. Develop reading skills, such as the reading of signs, for use in travel experiences.
  
2. Recognize the value of foreign language instruction in other disciplines, such as art, music, social studies and English vocabulary and grammar. (3e)
  - A. Draw from knowledge of other disciplines in class discussions of cultural materials.
  - B. Expand knowledge of geography, history and government.
  - C. Explore contributions in art, music, literature and technology.
  - D. Relate cognates and word families to English.
  - E. Review grammatical concepts necessary to the understanding of the target language structures.

## LEVEL III—SCOPE AND SEQUENCE

*INSTRUCTIONAL OBJECTIVES (numbered) and PERFORMANCE OBJECTIVES (lettered)*

### Communication

The learner will:

1. Distinguish among authentic sound patterns and recognize inflectional and intonational differences of the target language. (6b)
  - A. Recognize and comprehend all basic isolated and elided sounds.
  - B. Recognize and comprehend all patterns of stress and intonation.
  - C. Recognize increasingly difficult grammatical differences that depend on critical sound differences (singular vs. plural, tense discrimination, etc.).
2. Comprehend and respond to oral communications in the target language and appropriate to the level of instruction. (6b)
  - A. Comprehend and respond to all but the most complicated directions and explanations in the target language.
  - B. Recognize active vocabulary as presented in the lessons.
  - C. Comprehend oral definitions incorporating learned cognate and noncognate vocabulary and structure.
  - D. Comprehend short dialogs and anecdotes, using text-related vocabulary, presented in the target language by a variety of speakers at a relatively fast tempo.
3. Reproduce appropriately authentic sound structures of the target language in all oral work. (6b)
  - A. Review and refine basic vowel and consonant sounds and liaison.
  - B. Pronounce vocabulary words correctly.
  - C. Be able to sound out new words of increasing difficulty.
  - D. Use appropriate rhythm and intonation in simple and complex sentences.
4. Initiate and respond to patterns of conversation appropriate to the level of instruction. (6b)
  - A. Use the target language in most communications with the teacher.
  - B. Be able to converse, with reasonable ease, in the target language with peers.
5. Produce oral narratives of duration and difficulty appropriate to the level of instruction. (6b)
  - A. Discuss current activities, events or films briefly in the target language.
  - B. Summarize appropriately written narratives of a literary or cultural nature.
6. Use, in oral work, grammatical structures, vocabulary and locutions appropriate to the level of instruction. (6b)
  - A. Construct moderately complex sentences accurately.
  - B. Express themselves appropriately in a variety of conversational tenses.
  - C. Incorporate moderately complex syntax accurately.

7. Read aloud with accurate pronunciation the usual letter combinations of the target language. (6b)
  - A. Read aloud short passages of new material with relative ease.
  - B. Be able to sound out most new words.
  - C. Read aloud simple poems with appropriate stress and intonation.
  
8. Comprehend written passages of a length and difficulty appropriate to the level of instruction.
  - A. Read, comprehend and respond appropriately to virtually all written classroom instructions.
  - B. Read and comprehend moderately complex sentences within the range of learned vocabulary and structure.
  - C. Read and comprehend selected natively produced cultural materials.
  - D. Read and comprehend short selections of literary prose and poetry.
  - E. Recognize the value of cognates and the dangers of false-cognates in reading comprehension.
  - F. Derive meaning of some new words by context.
  
9. Spell accurately written work. (6a)
  - A. Correctly spell words within active vocabulary.
  - B. Use capitalization rules and diacritical marks correctly.
  - C. Use the dictionary appropriately for correct spelling of new words.
  - D. Write dictated material accurately within the range of learned vocabulary and structure.
  
10. Use grammatical structures, vocabulary and locutions accurately in passages of written work of a length and difficulty appropriate to the level of instruction. (6a)
  - A. Compose moderately complex sentences within the range of learned vocabulary and structure.
  - B. Compose short narratives and/or expository essays using mostly learned vocabulary and structure.

### Culture

The learner will:

1. Recognize major differences between their own lifestyle and that of countries where the target language is spoken. (1a)
  - A. Discuss, compare and contrast everyday customs of the students' world to those in countries where the target language is spoken.
  - B. View and discuss visuals, magazines and other realia pertaining to lifestyle.
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.

2. Appreciate selected literary, technological and artistic contributions in countries where the target language is used. (1a)
  - A. Listen to and/or sing a variety of styles of music from the countries where the language is spoken.
  - B. View and discuss reproductions, photographs and/or films/videos of the visual arts (paintings, drawings, sculpture, architecture, films/videos).
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.
  - D. Read literary selections of a length and difficulty appropriate to the level of instruction.
  
3. Understand the basic geography and history of countries where the target language is used. (1a)
  - A. Consult appropriate maps.
  - B. View slides, pictures and films/videos of places where the language is spoken.
  - C. Read cultural texts of a length and difficulty appropriate to the level of instruction.

### Multidisciplinary Connections

The learner will:

1. Recognize the value of the foreign language in further study, language-related careers and travel. (3e)
  - A. Recognize geographical locations where the target language is spoken.
  - B. Recognize language-related careers.
  - C. Discuss opportunities and reasons for continued language study.
  - D. Evaluate use of language in travel experiences.
  - E. Develop oral communication skills for use in travel experiences.
  - F. Develop reading skills, such as the reading of signs, for use in travel experiences.
  
2. Recognize the value of foreign language instruction in other disciplines, such as art, music, social studies and English vocabulary and grammar. (3e)
  - A. Draw from knowledge of other disciplines in class discussions of cultural materials.
  - B. Expand knowledge of geography, history and government.
  - C. Explore contributions in art, music, literature and technology.
  - D. Relate cognates and word families to English.
  - E. Review grammatical concepts necessary to the understanding of the target language structures.

## LEVEL IV—SCOPE AND SEQUENCE

*INSTRUCTIONAL OBJECTIVES (numbered) and PERFORMANCE OBJECTIVES (lettered)*

### Communication

The learner will:

1. Distinguish among authentic sound patterns and recognize inflectional and intonational differences of the target language. (6b)
  - A. Recognize and comprehend all basic isolated and elided sounds.
  - B. Recognize and comprehend all patterns of stress and intonation.
  - C. Recognize increasingly difficult grammatical differences that depend on critical sound differences (singular vs. plural, tense discrimination, etc.).
2. Comprehend and respond to oral communications in the target language and appropriate to the level of instruction. (6b)
  - A. Comprehend virtually all classroom directions and explanations in the target language.
  - B. Recognize lesson vocabulary and derive meanings of complicated words and phrases from previously learned elements.
  - C. Comprehend oral definitions incorporating learned cognate and noncognate vocabulary and structure.
  - D. Comprehend clearly reproduced native speech as represented in the media (videos, films, etc.).
3. Reproduce appropriately authentic sound structures of the target language in all oral work. (6b)
  - A. Review and refine basic vowel and consonant sounds and liaison.
  - B. Pronounce vocabulary words correctly.
  - C. Be able to sound out new words of increasing difficulty.
  - D. Use appropriate rhythm and intonation in simple and complex sentences.
4. Initiate and respond to patterns of conversation appropriate to the level of instruction. (6b)
  - A. Use the target language in virtually all classroom communications.
  - B. Be able to converse, with relative ease, with an educated native about topics of mutual experience and interest.
5. Produce oral narratives of duration and difficulty appropriate to the level of instruction. (6b)
  - A. Describe situations or events with a wide range of vocabulary and structures.
  - B. Give oral definitions and explanations in the target language.
  - C. Discuss, with relative ease, literary and cultural information.

6. Use, in oral work, grammatical structures, vocabulary and locutions appropriate to the level of instruction. (6b)
  - A. Construct moderately complex sentences accurately.
  - B. Express themselves appropriately in a variety of conversational tenses.
  - C. Incorporate moderately complex syntax accurately.
7. Read aloud with accurate pronunciation the usual letter combinations of the target language. (6b)
  - A. Read aloud short passages of new material with relative ease.
  - B. Be able to sound out most new words.
  - C. Read aloud simple poems with appropriate stress and intonation.
8. Comprehend written passages of a length and difficulty appropriate to the level of instruction.
  - A. Read and comprehend sentences ranging from the simple to the complex.
  - B. Read and comprehend longer selections of literary prose and poetry.
  - C. Read short biographical materials about literary selections.
  - D. Read short cultural and/or historical materials in the target language.
  - E. Derive meaning of many new words by context.
  - F. Recognize simple elements of style in selected prose and poetry.
9. Spell accurately written work. (6a)
  - A. Correctly spell words within active vocabulary.
  - B. Use capitalization rules and diacritical marks correctly.
  - C. Use the dictionary appropriately for correct spelling of new words.
  - D. Write dictated material accurately within the range of learned vocabulary and structure.
10. Use grammatical structures, vocabulary and locutions accurately in passages of written work of a length and difficulty appropriate to the level of instruction. (6a)
  - A. Compose relatively complex sentences accurately.
  - B. Answer essay questions using correct structure and vocabulary.
  - C. Be able to use basic narrative and literary tenses accurately.
  - D. Summarize a story or relate an event using descriptive words and phrases.

### Culture

The learner will:

1. Recognize major differences between their own lifestyle and that of countries where the target language is spoken. (1a)
  - A. Discuss, compare and contrast everyday customs of the students' world to those in countries where the target language is spoken.
  - B. View and discuss visuals, magazines and other realia pertaining to lifestyle.
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.

2. Appreciate selected literary, technological and artistic contributions in countries where the target language is used. (1a)
  - A. Listen to and/or sing a variety of styles of music from the countries where the language is spoken.
  - B. View and discuss reproductions, photographs and/or films/videos of the visual arts (paintings, drawings, sculpture, architecture, films/videos).
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.
  - D. Read literary selections of a length and difficulty appropriate to the level of instruction.
  
3. Understand the basic geography and history of countries where the target language is used. (1a)
  - A. Consult appropriate maps.
  - B. View slides, pictures and films/videos of places where the language is spoken.
  - C. Read cultural texts of a length and difficulty appropriate to the level of instruction.

### Multidisciplinary Connections

The learner will:

1. Recognize the value of the foreign language in further study, language-related careers and travel. (3e)
  - A. Recognize geographical locations where the target language is spoken.
  - B. Recognize language-related careers.
  - C. Discuss opportunities and reasons for continued language study.
  - D. Evaluate use of language in travel experiences.
  - E. Develop oral communication skills for use in travel experiences.
  - F. Develop reading skills, such as the reading of signs, for use in travel experiences.
  
2. Recognize the value of foreign language instruction in other disciplines, such as art, music, social studies and English vocabulary and grammar. (3e)
  - A. Draw from knowledge of other disciplines in class discussions of cultural materials.
  - B. Expand knowledge of geography, history and government.
  - C. Explore contributions in art, music, literature and technology.
  - D. Relate cognates and word families to English.
  - E. Review grammatical concepts necessary to the understanding of the target language structures.

## LEVEL V—SCOPE AND SEQUENCE

*INSTRUCTIONAL OBJECTIVES (numbered) and PERFORMANCE OBJECTIVES (lettered)*

### Communication

The learner will:

1. Distinguish among authentic sound patterns and recognize inflectional and intonational differences of the target language. (6b)
  - A. Recognize and comprehend all basic isolated and elided sounds.
  - B. Recognize and comprehend all patterns of stress and intonation.
  - C. Recognize increasingly difficult grammatical differences that depend on critical sound differences (singular vs. plural, tense discrimination, etc.).
2. Comprehend and respond to oral communications in the target language and appropriate to the level of instruction. (6b/c)
  - A. Comprehend virtually all classroom directions and explanations in the target language.
  - B. Recognize lesson vocabulary and derive meanings of complicated words and phrases from previously learned elements.
  - C. Comprehend oral definitions incorporating learned cognate and noncognate vocabulary and structure.
  - D. Comprehend clearly reproduced native speech as represented in the media (videos, films, etc.).
3. Reproduce appropriately authentic sound structures of the target language in all oral work. (6b)
  - A. Review and refine basic vowel and consonant sounds and liaison.
  - B. Pronounce vocabulary words correctly.
  - C. Be able to sound out new words of increasing difficulty.
  - D. Use appropriate rhythm and intonation in simple and complex sentences.
4. Initiate and respond to patterns of conversation appropriate to the level of instruction. (6b)
  - A. Use the target language in virtually all classroom communications.
  - B. Be able to converse, with relative ease, with an educated native about topics of mutual experience and interest.
5. Produce oral narratives of duration and difficulty appropriate to the level of instruction. (6b)
  - A. Describe situations or events with a wide range of vocabulary and structures.
  - B. Give oral definitions and explanations in the target language.
  - C. Discuss, with relative ease, literary and cultural information.

6. Use, in oral work, grammatical structures, vocabulary and locutions appropriate to the level of instruction. (6b)
  - A. Construct complex sentences accurately.
  - B. Express themselves appropriately in a variety of conversational tenses.
  - C. Incorporate complex syntax accurately.
7. Read aloud with accurate pronunciation the usual letter combinations of the target language.
  - A. Read aloud longer prose passages and poems of literary complexity with relative ease.
  - B. Be able to sound out virtually all new words.
8. Comprehend written passages of a length and difficulty appropriate to the level of instruction. (6a)
  - A. Read literary selections from major literary periods and/or genre.
  - B. Read with comprehension short biographical and critical materials about literary selections.
  - C. Read cultural and/or historical materials of a relatively sophisticated nature.
  - D. Read selected complete works of literary merit.
  - E. Recognize elements of literary style in a variety of works.
9. Spell accurately written work. (6a)
  - A. Correctly spell words within active vocabulary.
  - B. Use capitalization rules and diacritical marks correctly.
  - C. Use the dictionary appropriately for correct spelling of new words.
  - D. Write dictated material accurately within the range of learned vocabulary and structure.
10. Use grammatical structures, vocabulary and locutions accurately in passages of written work of a length and difficulty appropriate to the level of instruction. (6a)
  - A. Summarize, analyze and interpret literary materials.
  - B. Incorporate advanced locutions and idiomatic expressions in original writings.
  - C. Compose longer narratives using relatively complex ideas and structures.

### Culture

The learner will:

1. Recognize major differences between their own lifestyle and that of countries where the target language is spoken. (3e)
  - A. Discuss, compare and contrast everyday customs of the students' world to those in countries where the target language is spoken.
  - B. View and discuss visuals, magazines and other realia pertaining to lifestyle.
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.

2. Appreciate selected literary, technological and artistic contributions in countries where the target language is used. (1a)
  - A. Listen to and/or sing a variety of styles of music from the countries where the language is spoken.
  - B. View and discuss reproductions, photographs and/or films/videos of the visual arts (paintings, drawings, sculpture, architecture, films/videos).
  - C. Read cultural materials of a length and difficulty appropriate to the level of instruction.
  - D. Read literary selections of a length and difficulty appropriate to the level of instruction.
  
3. Understand the basic geography and history of countries where the target language is used. (1a)
  - A. Consult appropriate maps.
  - B. View slides, pictures and films/videos of places where the language is spoken.
  - C. Read cultural texts of a length and difficulty appropriate to the level of instruction.

### Multidisciplinary Connections

The learner will:

1. Recognize the value of the foreign language in further study, language-related careers and travel. (3e)
  - A. Recognize geographical locations where the target language is spoken.
  - B. Recognize language-related careers.
  - C. Discuss opportunities and reasons for continued language study.
  - D. Evaluate use of language in travel experiences.
  - E. Develop oral communication skills for use in travel experiences.
  - F. Develop reading skills, such as the reading of signs, for use in travel experiences.
  
2. Recognize the value of foreign language instruction in other disciplines, such as art, music, social studies and English vocabulary and grammar. (3e)
  - A. Draw from knowledge of other disciplines in class discussions of cultural materials.
  - B. Expand knowledge of geography, history and government.
  - C. Explore contributions in art, music, literature and technology.
  - D. Relate cognates and word families to English.
  - E. Review grammatical concepts necessary to the understanding of the target language structures.