

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.8 - World Languages Scope and Sequence

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| <p>Course Title: World Languages I (Spanish) Grade(s): 9th-12th</p> | |
| <p>Course Content: This course will help students meet the Delaware World-Readiness Standards for Learning Languages and prepare them to be global citizens. Learners will develop interpersonal, interpretive, and presentational communication skills through meaningful situations, and integration of subject content such as health and physical education, visual arts, music, language arts, mathematics, sciences, and social studies. Students will then internalize culture through experiences with authentic cultural materials and practices in the target language.*</p> <p>Each unit will cover all goal areas (communication, cultures, connections, comparisons, and community) and their aligned standards.</p> <p>By the end of the course, students should gain proficiency at the levels listed below:</p> <ul style="list-style-type: none"> ▶ Interpersonal (Speaking and Listening): Novice-Mid ▶ Interpretive Listening: Novice-High ▶ Presentational Speaking: Novice-High ▶ Interpretive Reading: Novice-Mid ▶ Presentational Writing: Novice-Mid | |
| <p>Unit 1: Student's Life</p> | <p>Unit Content:</p> <p>The students will participate in activities related to a student's life. This unit will address the topics of personal life and style with varying levels of depth and breadth. Students will explore a variety of topics spanning from personality to clothing and fashion.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none"> ● greet peers |

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Section 3.4.8-1

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- introduce self to someone
- answer a few simple questions
- occasionally identify the sound of a character or a word
- occasionally understand isolated words that have been memorized, particularly when accompanied by gestures or pictures
- recognize a few letters or characters
- connect some words, phrases, or characters to their meanings
- recite words and phrases that they have learned
- state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases
- introduce themselves to a group.
- recite short memorized phrases, parts of poems, and rhymes
- copy some characters or letters and words that they see on the wall or board, in a book, or on the computer
- write words and phrases that they have learned
- label familiar people, places, and objects in pictures and posters
- fill out a simple form with some basic personal information

Cultures (2.1, 2.2)

- use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions.

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Section 3.4.8-2

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| | <ul style="list-style-type: none">● identify and observe tangible products of the target culture such as toys, dress, homes, monuments, currency, famous people, and art. <p><i>Connections (3.1, 3.2)</i></p> <ul style="list-style-type: none">● use science knowledge and skills to record daily temperatures and weather in different locations around the world, giving reasons for temperatures based on location and time of year.● view websites of schools in countries where the target language is spoken to identify courses, schedules, and special projects, and compare the information to their school's website. <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none">● cite and use examples of words that are similar in the language they are learning and their native language and they pose guesses about why languages in general might need to borrow words.● identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates when the context in which they see them suggests a misfit.● compare games, stories, songs, and rhymes from their childhood to those in the target culture.● compare daily routines in their culture and the target culture. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none">● identify professions which require proficiency in another language.● interpret materials and/or use media from the target language and culture for enjoyment. |
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Section 3.4.8-3

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| <p>Unit 2: Social Life</p> | <p>Unit Content:</p> <p>Students will participate in activities related to a student’s social life. This unit will address the topics of school, friendships and leisure activities with varying levels of depth and breadth. Students will explore a variety of topics spanning from school calendar to hobbies and talents.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none">● greet and leave people in a polite way● introduce self and others● answer a variety of simple questions● make some simple statements in a conversation● understand a few courtesy phrases.● recognize words, phrases, and characters with the help of visuals● present information about themselves and others using words and phrases● express their likes and dislikes using words, phrases, and memorized expressions● present information about familiar items in their immediate environment● write about themselves using learned phrases and memorized expressions● list their daily activities and write lists that help them in their day-to-day life <p><i>Cultures (2.1, 2.2)</i></p> <ul style="list-style-type: none">● create or propose simple cultural triangles connecting practices to associated products and perspectives. |
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Section 3.4.8-4

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| | <ul style="list-style-type: none"> ● give simple reasons for the role and importance of products from the target culture. <p><i>Connections (3.1, 3.2)</i></p> <ul style="list-style-type: none"> ● use mathematics skills to convert american dollars to the currencies of countries in the target culture in order to understand prices of items such as clothing, tickets, and restaurant meals. ● interpret the main idea(s) from infographics showing statistics such as numbers of endangered animals, changes in population of cities and countries, and popularity of various sports and leisure activities. <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none"> ● compare word order in items such as the date and placement of descriptors. ● observe formal and informal forms of language in greetings and leave-takings and try out expressions of politeness in other languages and their own. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none"> ● exchange information about topics of personal interest. ● attend or view via media cultural events and social activities. ● explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. |
| <p>Unit 3: Family Life</p> | <p>Unit Content:</p> <p>Students will participate in activities related to a student’s family life. This unit will address the topics of relationships, home life and family event with varying levels of depth and breadth. Students will explore a variety of topics spanning from pets to traditions.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> |

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 Section 3.4.8-5

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- ask some simple questions
- communicate basic information about self and people they know
- communicate some basic information about their everyday lives
- recognize and sometimes understand words and phrases that they have learned for specific purposes
- recognize words, phrases, and characters when they associate them with things they already know
- usually understand short simple messages on familiar topics
- sometimes understand short, simple descriptions with the help of pictures or graphs
- talk about their daily activities using words, phrases, and memorized expressions
- write about themselves using learned phrases and memorized expressions
- list their daily activities and write lists that help them in their day-to-day life

Cultures (2.1, 2.2)

- participate in or simulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations.
- imitate appropriate etiquette from the target culture at mealtime.
- role play simple interactions in stores and restaurants in the target culture.
- listen to and/or read short poems, stories, or plays from the target culture, identifying the author and country of origin.

Connections (3.1, 3.2)

- use mathematics skills to convert weights and measures from the American system to the metric system in order to understand distances, sizes, and quantities of items.

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Section 3.4.8-6

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| | <ul style="list-style-type: none">● use knowledge from health and science classes to compare healthy-eating recommendations using food pyramids or the equivalents from countries in the target culture.● identify the main idea(s) of current events reported in the news in the internet from countries where the target language is spoken. <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none">● inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.● compare celebrations (e.g., birthdays, holidays) in the target cultures to their own.● compare meal time in their culture and the target culture. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none">● do WebQuests and report on a cultural event or a school topic.● listen to music, sing songs, or play musical instruments from the target culture. |
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Section 3.4.8-7

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| <p>Unit 4: Community Life</p> | <p>Unit Content:</p> <p>Students will participate in activities related to a student’s life in the community. This unit will address the topics of shopping and eating out with varying levels of depth and breadth. Students will explore a variety of topics spanning from types of shops to making reservations.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none">● communicate basic information about self and people they know● communicate some basic information about their everyday lives● sometimes understand simple questions or statements on familiar topics.● understand simple information when presented with pictures and graphs.● sometimes understand the main topic of conversations that they overhear.● recognize words, phrases, and characters with the help of visuals● recognize words, phrases, and characters when they associate them with things they already know● present information about their life using phrases and simple sentences● write notes about something they have learned using lists, phrases, and memorized expressions <p><i>Cultures (2.1, 2.2)</i></p> <ul style="list-style-type: none">● create or propose simple cultural triangles connecting practices to associated products and perspectives● role play simple interactions in stores and restaurants in the target culture.● make simple cultural triangles connecting products to associated practices and possible perspectives. |
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Section 3.4.8-8

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| | <p><i>Connections (3.1, 3.2)</i></p> <ul style="list-style-type: none">● use skills from social studies and english language arts to present short biographical sketches of people from the past and present who have had a positive influence locally and/or globally.● view video clips and identify ways that the people in the target culture protect the environment on a daily basis.● identify the main idea(s) of current events reported in the news in the internet from countries where the target language is spoken. <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none">● report differences and similarities between the sound and writing systems of their own language and the language being learned.● compare places in a city where the target language is spoken to places in the city where they live. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none">● communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips.● create imaginary situations to role play interactions that might take place in a community setting● plan real or imaginary travel |
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Section 3.4.8-9

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| <p>Course Title: World Languages II (Spanish) Grade(s): 9th-12th</p> | |
| <p>Course Content: This course will help students meet the Delaware World-Readiness Standards for Learning Languages and prepare them to be global citizens. Learners will develop interpersonal, interpretive, and presentational communication skills through meaningful situations, and integration of subject content such as health and physical education, visual arts, music, language arts, mathematics, sciences, and social studies. Students will then internalize culture through experiences with authentic cultural materials and practices in the target language. **</p> <p>Each unit will cover all goal areas (communication, cultures, connections, comparisons, and community) and their aligned standards.</p> <p>By the end of the course, students should gain proficiency at the levels listed below:</p> <ul style="list-style-type: none"> ▶ Interpersonal (Speaking and Listening): Novice-High ▶ Interpretive Listening: Intermediate-Low ▶ Presentational Speaking: Intermediate-Low ▶ Interpretive Reading: Novice-High ▶ Presentational Writing: Novice-High | |
| <p>Unit 1: Personal History</p> | <p>Unit Content:</p> <p>The students will participate in activities related to biography, traditions, and memories. This unit will address the topics of daily life, community, and treasured items.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none"> ● communicate basic information about self and people they know |

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- communicate some basic information about their everyday lives
- exchange some personal information
- sometimes understand the main topic of conversations that they overhear.
- understand the basic purpose of a message
- usually understand short simple messages on familiar topics
- sometimes understand short, simple descriptions with the help of pictures or graphs
- present basic information about a familiar person, place, or thing using phrases and simple sentences
- talk about people, activities, events, and experiences
- express their needs and wants
- write information about their daily life in a letter, blog, discussion board, or email message
- write short notes using phrases and simple sentences

Cultures (2.1, 2.2)

- participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama).
- identify and analyze cultural products found in literature, news stories, and films from the target culture.

Connections (3.1, 3.2)

- use mathematics skills to convert american dollars to the currencies of countries in the target culture in order to understand prices of items such as clothing, tickets, and restaurant meals.
- access survey results about preferences related to daily life (e.g., music, leisure activities, movies) of people in countries where the target language is spoken and compare the results to preferences of

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| | <p>people in their community.</p> <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none">● identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates when the context in which they see them suggests a misfit.● hypothesize about the similarities of languages based on their awareness of cognates and similar idioms <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none">● compare daily routines in their culture and the target culture.● compare and contrast entertainment and leisure options in the target culture and their own.● compare and contrast the role of social networking in the target culture to their own.● discuss their preferences in leisure activities and current events, in written form or orally, with peers.● consult various sources in the target language to obtain information on topics of personal interest.● exchange information around topics of personal interest |
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| <p>Unit 2: Healthy Living</p> | <p>Unit Content:</p> <p>Students will participate in activities related to wellness and medical care. This unit will address the topics of healthy habits, illness, and injuries. They will explore a variety of topics including nutrition and emergency care.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none">● exchange information using texts, graphs, or pictures● ask for and give simple directions● understand the basic purpose of a message● understand messages related to their basic needs● sometimes understand the main idea of published materials● express their needs and wants● present information on plans, instructions, and directions● write short notes using phrases and simple sentences● write about a familiar experience or event using practiced material <p><i>Cultures (2.1, 2.2)</i></p> <ul style="list-style-type: none">● role play culturally appropriate interactions with service personnel (e.g., shopkeepers) in the target culture.● create cultural triangles connecting products to associated practices along with suggested perspectives based on background information. |
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| | <p><i>Connections (3.1, 3.2)</i></p> <ul style="list-style-type: none"> ● use knowledge from health and science classes to compare healthy-eating recommendations using food pyramids or the equivalents from countries in the target culture. ● evaluate the role and importance of education for all children in countries where the target language is spoken. ● access a current event article or broadcast on the web in the target language and chart how it compares with the same event reported in the United States. <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none"> ● match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning. ● compare and contrast career choices and preparation in the target culture to their own. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none"> ● interact with members of the local community or with contacts made electronically to hear how they use the language in their various fields of work. ● play sports or games from the target culture. |
| <p>Unit 3: Destinations</p> | <p>Unit Content:</p> <p>Students will participate in activities related to tourism destinations, people and places, and cultures. This unit will address topics spanning from landmarks to cultural groups.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none"> ● exchange information using texts, graphs, or pictures |

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 Section 3.4.8-14

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- ask for and give simple directions
- make plans with others
- understand messages related to their basic needs
- understand questions and simple statements on everyday topics when learners are part of the conversation
- sometimes understand short, simple descriptions with the help of pictures or graphs
- sometimes understand the main idea of published materials
- understand simple everyday notices in public places on topics that are familiar to them
- express their needs and wants
- present information on plans, instructions, and directions
- write basic information about things they have learned
- ask for information in writing

Cultures (2.1, 2.2)

- imitate appropriate etiquette from the target culture at mealtime.
- list practices observed in a video of a practice from the target culture.
- listen to and/or read short poems, stories, or plays from the target culture, identifying the author and country of origin.
- search for, identify, and investigate the function of products (e.g., sports equipment, household items, tools, foods, clothing) of the target culture studied compared to their function within the learners' homes and communities.

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Section 3.4.8-15

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| | <p><i>Connections (3.1, 3.2)</i></p> <ul style="list-style-type: none">● describe and compare key characteristics of countries where the target language is spoken.● use technology to present representative examples of contemporary culture (e.g., music, art, architecture) from countries where the target language is spoken.● compare listings of houses for sale in countries where the target language is spoken in terms of what features are showcased, cost, size, and location. <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none">● inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.● compare how different time frames are expressed in the target language and their native language and describe the shades of meaning expressed by such differences.● compare and contrast the role and importance of family in the target culture to their own. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none">● write and illustrate stories to present to others.● use various media from the target language and culture for entertainment.● attend or use media to view cultural events and social activities. |
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| <p>Unit 4:</p> <p>Travel</p> | <p>Unit Content:</p> <p>Students will participate in activities related to planning for travel, tourism, education, and services. This unit will address topics spanning from accommodations to education opportunities abroad.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none">● exchange information using texts, graphs, or pictures● ask for and give simple directions● make plans with others● interact with others in everyday situations● have a simple conversation on a number of everyday topics● understand messages related to their basic needs● understand questions and simple statements on everyday topics when learners are part of the conversation● understand basic information in ads, announcements, and other simple recordings● sometimes understand the main idea of published materials● understand simple everyday notices in public places on topics that are familiar to them● understand messages in which the writer tells or asks the learner about topics of personal interest● present information on plans, instructions, and directions |
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- express their preferences on topics of interest
- make a presentation on something they have learned or researched
- write basic information about things they have learned
- ask for information in writing
- write information about their daily life in a letter, blog, discussion board, or email message
- write about topics of interest

Cultures (2.1, 2.2)

- identify and analyze cultural products found in literature, news stories, and films from the target culture.
- begin to adjust language and message to acknowledge audiences with different cultural backgrounds.
- engage in conversations with native speakers demonstrating an awareness of how to be culturally respectful.

Connections (3.1, 3.2)

- use science knowledge and skills to record daily temperatures and weather in different locations around the world, giving reasons for temperatures based on location and time of year.
- access a current event article or broadcast on the web in the target language and chart how it compares with the same event reported in the United States.

Comparisons (4.1, 4.2)

- observe formal and informal forms of language in greetings and leave-takings and try out expressions of politeness in other languages and their own.
- compare places in a city where the target language is spoken to places in the city where they live.

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| | <ul style="list-style-type: none">● compare and contrast entertainment and leisure options in the target culture and their own. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none">● present information gained from a native speaker about a cultural event or a topic of interest.● listen to music, sing songs, or play musical instruments from the target culture.● explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. |
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Course Title: World Languages III (Spanish)

Grade(s): 9th-12th

Course Content: This course will help students meet the [Delaware World-Readiness Standards for Learning Languages](#) and prepare them to be global citizens. Learners will develop interpersonal, interpretive, and presentational communication skills through meaningful situations, and integration of subject content such as health and physical education, visual arts, music, language arts, mathematics, sciences, and social studies. Students will then internalize culture through experiences with authentic cultural materials and practices in the target language. **

Each unit will cover all goal areas (communication, cultures, connections, comparisons, and community) and their aligned standards.

By the end of the course, students should gain proficiency at the levels listed below:

- ▶ Interpersonal (Speaking and Listening): Intermediate-Low
- ▶ Interpretive Listening: Intermediate-Mid
- ▶ Presentational Speaking: Intermediate-Mid
- ▶ Interpretive Reading: Intermediate-Low
- ▶ Presentational Writing: Intermediate-Low

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| <p>Unit 1: Personal Identities</p> | <p>Unit Content:</p> <p>Students will understand how their sense of self changes over time. They will also explore personal identities of their peers in the target culture. They will interpret and/or produce key phrases and academic vocabulary related to the unit. Topics include but not limited to the following: occupations, affiliations, abilities, and attributes.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none">● have a simple conversation on a number of everyday topics● ask and answer questions on factual information that is familiar to them● use the language to meet their basic needs in familiar situations● understand basic information in ads, announcements, and other simple recordings● understand the main idea of what they listen to for personal enjoyment● understand messages related to their everyday life● understand messages in which the writer tells or asks the learner about topics of personal interest● make a presentation about their personal and social experiences● write about people, activities, events and experiences● write about topics of interest● write basic instructions on how to make or do something <p><i>Cultures (2.1, 2.2)</i></p> |
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- observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture.
- participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama).
- identify and analyze cultural practices from authentic materials such as videos and news articles.
- experience (read, listen to, observe, perform) expressive products of the target culture (e.g., stories, poetry, music, paintings, dance, drama) and explain the origin and importance of these products in today's culture.

Connections (3.1, 3.2)

- use technology to present representative examples of contemporary culture (e.g., music, art, architecture) from countries where the target language is spoken.
- access survey results about preferences related to daily life (e.g., music, leisure activities, movies) of people in countries where the target language is spoken and compare the results to preferences of people in their community.

Comparisons (4.1, 4.2)

- compare how different time frames are expressed in the target language and their native language and describe the shades of meaning expressed by such differences
- compare and contrast the role and importance of family in the target culture to their own.
- compare and contrast school schedules, course offerings, and attitudes toward school in the target culture to their own.
- compare and contrast career choices and preparation in the target culture to their own.

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| | <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none">● discuss their preferences in leisure activities and current events, in written form or orally, with peers.● discuss steps to becoming a professional in a field requiring the ability to communicate in the target language.● present information gained from a native speaker about a cultural event or a topic of interest.● discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language.● interact with members of the local community or with contacts made electronically to hear how they use the language in their various fields of work.● consult various sources in the target language to obtain information on topics of personal interest.● exchange information around topics of personal interest.● explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. |
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| <p>Unit 2: Contemporary Living</p> | <p>Unit Content:</p> <p>Students understand how the conveniences of modern life influence the range of abilities. They will explore aspects of their peers’ contemporary life in the target culture. They will interpret and/or produce key phrases and academic vocabulary related to the unit. Topics include but not limited to the following: lifestyle, leisure, and career pathways.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none">● have a simple conversation on a number of everyday topics● ask and answer questions on factual information that is familiar to them● use the language to meet their basic needs in familiar situations● understand messages related to their everyday life● identify some information from news media● make a presentation about their personal and social experiences● write about people, activities, events and experiences● write questions to obtain information <p><i>Cultures (2.1, 2.2)</i></p> <ul style="list-style-type: none">● observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture.● participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, |
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| | <p>and entertainment (e.g., music, dance, drama).</p> <ul style="list-style-type: none">● begin to adjust language and message to acknowledge audiences with different cultural backgrounds.● identify and analyze cultural products found in literature, news stories, and films from the target culture.● create cultural triangles connecting products to associated practices along with suggested perspectives based on background information. <p><i>Connections (3.1, 3.2)</i></p> <ul style="list-style-type: none">● describe and compare key characteristics of countries where the target language is spoken.● maintain a blog comparing attitudes and reactions to current events of global importance in countries where the target language is spoken.● access a current event article or broadcast on the web in the target language and chart how it compares with the same event reported in the United States.● view publicity for products sold in countries where the target language is spoken and compare the publicity to the way similar products are marketed in the United States.● compare news articles on front pages of newspapers from countries where the target language is spoken. <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none">● hypothesize about the similarities of languages based on their awareness of cognates and similar idioms.● match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning.● compare how different time frames are expressed in the target language and their native language and |
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| | <p>describe the shades of meaning expressed by such differences</p> <ul style="list-style-type: none"> ● hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, forms of literature) by analyzing selected products from the target culture and their own. ● compare and contrast entertainment and leisure options in the target culture and their own. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none"> ● discuss their preferences in leisure activities and current events, in written form or orally, with peers. ● discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language. ● consult various sources in the target language to obtain information on topics of personal interest. ● play sports or games from the target culture. ● attend or use media to view cultural events and social activities. ● listen to music, sing songs, or play musical instruments from the target culture. ● explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. |
| <p>Unit 3: Innovations</p> | <p>Unit Content:</p> <p>Students understand how imagination leads to innovation. They will interpret common phrases and/or produce academic vocabulary related to the unit. Topics include but not limited to the following: technology boom, social network, mass media, and health sciences.</p> <p>By the end of this unit, students should be able to:</p> |

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| | <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none">● ask and answer questions on factual information that is familiar to them● understand basic information in ads, announcements, and other simple recordings● identify some simple information needed on forms● identify some information from news media● make a presentation on something they have learned or researched● write about people, activities, events and experiences● prepare materials for a presentation● write basic instructions on how to make or do something <p><i>Cultures (2.1, 2.2)</i></p> <ul style="list-style-type: none">● observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture.● suggest cultural triangles with reasons connecting practices to associated products and perspectives.● create cultural triangles connecting products to associated practices along with suggested perspectives based on background information. <p><i>Connections (3.1, 3.2)</i></p> <ul style="list-style-type: none">● seek out articles or multimedia in the target language on topics being studied in other classes and enter notes on main ideas in a journal.● make oral or written presentations in the target language on topics being studied in other classes.● research how a major figure from history, science, or the arts is described in the target language and |
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| | <p>use it to expand what they already know.</p> <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none"> ● hypothesize about the similarities of languages based on their awareness of cognates and similar idioms. ● compare and contrast the role of social networking in the target culture to their own. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none"> ● present information gained from a native speaker about a cultural event or a topic of interest. ● write and illustrate stories to present to others. ● consult various sources in the target language to obtain information on topics of personal interest. ● exchange information around topics of personal interest. |
| <p>Unit 4:</p> <p>Collective Responsibility</p> | <p>Unit Content:</p> <p>Students will understand the role they play in collective responsibility. They will interpret common phrases and/or produce academic vocabulary related to the unit. Topics include but not limited to the following: advocacy, sustainable development, and community service.</p> <p>By the end of this unit, students should be able to:</p> <p><i>Communication (1.1, 1.2, and 1.3)</i></p> <ul style="list-style-type: none"> ● ask and answer questions on factual information that is familiar to them ● use the language to meet their basic needs in familiar situations ● start, maintain, and end a conversation on a variety of familiar topics |

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| | <ul style="list-style-type: none">● understand messages related to their everyday life● identify some simple information needed on forms● identify some information from news media● make a presentation about common interests and issues and state their viewpoint● prepare materials for a presentation● write basic instructions on how to make or do something● write questions to obtain information <p><i>Cultures (2.1, 2.2)</i></p> <ul style="list-style-type: none">● identify and analyze cultural practices from authentic materials such as videos and news articles.● engage in conversations with native speakers demonstrating an awareness of how to be culturally respectful.● use formal and informal forms of address appropriately in rehearsed situations.● role play culturally appropriate interactions with service personnel (e.g., shopkeepers) in the target culture.● begin to adjust language and message to acknowledge audiences with different cultural backgrounds.● experience (read, listen to, observe, perform) expressive products of the target culture (e.g., stories, poetry, music, paintings, dance, drama) and explain the origin and importance of these products in today's culture. <p><i>Connections (3.1, 3.2)</i></p> <ul style="list-style-type: none">● report on and evaluate the effectiveness of efforts to protect the environment in countries where the |
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| | <p>target language is spoken.</p> <ul style="list-style-type: none">● maintain a blog comparing attitudes and reactions to current events of global importance in countries where the target language is spoken.● evaluate the role and importance of education for all children in countries where the target language is spoken.● research and compare how countries where the target language is spoken deal with environmental issues (such as water shortages).● research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know.● compare listings of houses for sale in countries where the target language is spoken in terms of what features are showcased, cost, size, and location. <p><i>Comparisons (4.1, 4.2)</i></p> <ul style="list-style-type: none">● match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning.● compare and contrast the role of social networking in the target culture to their own.● compare and contrast career choices and preparation in the target culture to their own. <p><i>Communities (5.1, 5.2)</i></p> <ul style="list-style-type: none">● discuss steps to becoming a professional in a field requiring the ability to communicate in the target language.● use their knowledge of the target language to tutor english language learners who speak the target language.● interact with members of the local community or with contacts made electronically to hear how they |
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| | <p>use the language in their various fields of work.</p> <ul style="list-style-type: none">● participate in language club activities which benefit the school or community.● attend or use media to view cultural events and social activities.● explore the internet to find sites of personal interest where they can use the target language to maintain and increase their communication skills. |
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