



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: French 1 Grade Level(s): 9 - 12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. The students will develop communication skills through vocabulary dealing with daily situations. Proper pronunciation and intonation will also be stressed.

Instructional Strategies, Learning Practices, Activities, and Experiences

vText/eBook
Maps
Songs
Vocabulary
Technology

Communication Activities
Games
Discussion
SuperSite access Via Internet
Formative Assessment Activities
Enrichment Activities

Videos
Listening Activities
Question/Answer
White Boards
iPads
Remediation Activities

Assessments

Self-Directed Class Activities
Quizzes
Class Participation
Formative Assessments

Group Activities
Exams
Verbal Communication Activities
Post-remediation Assessments

Homework
Projects
Written Communication Activities

Materials/Resources

Primary Source: D'accord! I Vista Higher Learning © 2015

Ancillary Sources from D'accord! I Vista Higher Learning © 2015 and Allez, Viens! French I Holt, Rinehart and Winston © 2006

Technology: Audio Compact Discs, Interactive CD-ROM Tutor, Video Program and DVD Tutor, One-Stop Planner with Test Generator

Print: TPR Storytelling Book, Communicative Activity Book, Grammar Workbook, Grammar Tutor, Reading Strategies and Skills Handbook, Cahier d'activités Workbook, Teaching Transparencies, Exploratory Guide, Testing Program, Alternative Assessment Guide, Standardized Assessment Tutor, Student Make-Up Assignments Book

Adopted: 01/27/1988

Revised: 09/03/1991, 07/21/1999, 8/17/05, 5/21/18

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: What skills aid in learning concepts in the target language?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none">1. The students will be able to spell words by using the French alphabet and accents.<ul style="list-style-type: none">• The students will be able to spell 70% of words spelled for them on assessment.• The students will be able to spell 70% of words correctly which are given to them.• The students will be able to use the five different accents correctly 70% of the time.2. The students will be able to discuss quantities by using numbers in French.<ul style="list-style-type: none">• The students will be able to write 70% of numbers 0-20 correctly.• The students will be able to recognize 70% of numbers 0-100 given to them.3. The students will be able to show knowledge of classroom expressions by using expressions in appropriate situations.<ul style="list-style-type: none">• The students will be able to match 70% of French classroom expressions to English equivalents.• The students will be able to give an appropriate classroom expression for 70% of situations given.

(Continued)	
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	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Salut! - Greetings and Introductions	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one make introductions in French?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to greet and say goodbye by using different French expressions. <ul style="list-style-type: none"> • The students will be able to give one informal and one formal expression for greeting someone. • The students will be able to give at least three different terms to say goodbye. • The students will be able to have short introductory conversations with a partner with 70% accuracy. 2. The students will be able to describe French greetings by comparing them to those in the U.S. <ul style="list-style-type: none"> • The students will be able to give at least one similarity and two differences between greetings in France and in the U.S. • The students will be able to describe differences with "La Bise" in the different regions in France. 3. The students will be able to give nouns in French by identifying objects in the classroom. <ul style="list-style-type: none"> • The students will be able to identify 70% of classroom items on a given list. • The students will be able to draw 70% of classroom items given orally. • The students will be able to label 70% of classroom items given in a photo or in the room. 4. The students will be able to discuss items and people by using definite and indefinite articles. <ul style="list-style-type: none"> • The students will be able to tell whether items are masculine or feminine with 70% accuracy. • The students will be able to give the words for "the" (definite articles). • The students will be able to give the words for "a," "an," and "some" (indefinite articles). • The students will be able to describe people and items by using the correct article 70% of the time. 5. The students will be able to discuss demographics in France by citing statistics about immigration. <ul style="list-style-type: none"> • The students will be able to refute stereotypes of a typical French person. • The students will be able to give at least six countries from which people are immigrating to France.

Salut! - Greetings and Introductions (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>6. The students will be able to introduce themselves and others by using subject pronouns, the verb être, and specific adjectives.</p> <ul style="list-style-type: none"> • The students will be able to list all subject pronouns. • The students will be able to use the correct subject pronoun for people and items 70% of the time. • The students will be able fill in blanks with the correct form of the verb "être" 70% of the time. • The students will be able to create their own phrases with the verb "être" with 70% accuracy. • The students will be able to identify 70% of adjectives on a given list. • The students will be able to give (say and spell) adjectives to describe people with 70% accuracy. <p>7. The students will be able to define the term francophone by giving examples of people and places which speak French.</p> <ul style="list-style-type: none"> • The students will be able to define the term francophone in English. • The students will be able to list at least five francophone people and five francophone places.

Salut! - Greetings and Introductions (Continued)	
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Au Lycee (High School)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one describe academic life in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to describe classes by giving their opinions of classes in French. <ul style="list-style-type: none"> • The students will be able to identify 70% of classes/subjects on a given list. • The students will be able to give (say and spell) 70% of classes/subjects given orally or with pictures. • The students will be able to give at least three positive and three negative opinions about classes. • The students will be able to agree and disagree with others' opinions of classes by using vocabulary accurately 70% of the time. 2. The students will be able to describe high school in France by comparing it to that in the U.S. <ul style="list-style-type: none"> • The students will be able to give at least three differences between the grading system in France and in the U.S. • The students will be able to explain the three years of high school in France. 3. The students will be able to discuss activities that students do at school by using "-er" verbs. <ul style="list-style-type: none"> • The students will be able to identify 70% of -er verbs on a given list. • The students will be able to give (say and spell) 70% of -er verbs given orally or with pictures. • The students will be able fill in blanks with the correct form of -er verbs 70% of the time. • The students will be able to create their own phrases with -er verbs with 70% accuracy. 4. The students will be able to discuss their schedules by using days of the week and other related vocabulary. <ul style="list-style-type: none"> • The students will be able to identify all seven days of the week in French. • The students will be able to complete a calendar with the seven days of the week with 70% accuracy. • The students will be able to share their weekly schedules in written and spoken form with 70% accuracy. 5. The students will be able to describe "le bac" by comparing it to tests taken in the U.S. <ul style="list-style-type: none"> • The students will be able to explain the exam that is "le bac." • The students will be able to give at least one exam in the U.S. that is comparable to "le bac." • The students will be able to give at least two ways that "le bac" differs from tests in the U.S.

Au Lycee (High School) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>6. The students will be able use idiomatic expressions with the verb "avoir" by conjugating this verb in the present tense.</p> <ul style="list-style-type: none">• The students will be able to identify 70% of idiomatic expressions on a given list.• The students will be able to give (say and spell) 70% of idiomatic expressions given orally or with pictures.• The students will be able to fill in blanks with the correct forms of the verb "avoir" in idiomatic expressions with 70% accuracy.• The students will be able to create their own phrases with the verb "avoir" and idiomatic expressions with 70% accuracy. <p>7. The students will be able to talk about schedules by telling time in French.</p> <ul style="list-style-type: none">• The students will be able to ask for the time and give the time by using specific vocabulary with 70% accuracy.• The students will be able to compare and contrast telling time in France and in the U.S.• The students will be able to compare and contrast telling time in standard and official time.

Au Lycee (High School) Continued	
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La Famille et les Copains (Family and Friends)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one describe relationships (friends and family) in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to identify family members and pets by using appropriate vocabulary. <ul style="list-style-type: none"> • The students will be able to identify 70% of family members and pets on a given list. • The students will be able to give (say and spell) 70% of family members and pets given orally or with pictures. • The students will be able to describe relationships in regard to a family tree with 70% accuracy. 2. The students will be able to describe French families by comparing them to those in the U.S. <ul style="list-style-type: none"> • The students will be able to give at least three reasons to explain why French families are diverse. • The students will be able to give at least two similarities and two differences between French and American families. 3. The students will be able to describe family members (in pictures and their own) by using French adjectives. <ul style="list-style-type: none"> • The students will be able to identify 70% of adjectives on a given list. • The students will be able to give (say and spell) 70% of adjectives given orally or with pictures. • The students will be able to describe people in pictures and in their own lives with adjectives in French with 70% accuracy. 4. The students will be able to use adjectives by learning rules for agreement and placement. <ul style="list-style-type: none"> • The students will be able to use adjectives following rules for agreement with 70% accuracy. • The students will be able to list at least ten adjectives that are placed before nouns. 5. The students will be able to show ownership and relationship by using possessive adjectives. <ul style="list-style-type: none"> • The students will be able to show ownership of items by using possessive adjectives with 70% accuracy. • The students will be able to describe their relationships by using possessive adjectives with 70% accuracy. 6. The students will be able to describe others by using occupations in French. <ul style="list-style-type: none"> • The students will be able to identify 70% of occupations on a given list. • The students will be able to give (say and spell) 70% of occupations given orally or with pictures. • The students will be able to describe people using occupations with 70% accuracy.

La Famille et les Copains (Family and Friends) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>7. The students will be able to describe friendship in France by comparing the different words for "friend" in French.</p> <ul style="list-style-type: none">• The students will be able to give at least three different words for "friend" in French.• The students will be able to explain the different levels of friendship in France and the appropriate terminology. <p>8. The students will be able to describe where they are in relation to other people (friends and family) by using prepositions of locations.</p> <ul style="list-style-type: none">• The students will be able to identify 70% of prepositions on a given list.• The students will be able to give (say and spell) 70% of prepositions given orally or with pictures.• The students will be able to describe where they and others live and are in relation to others with 70% accuracy. <p>9. The students will be able to describe Paris by listing specific information about the city.</p> <ul style="list-style-type: none">• The students will be able to list and describe at least six Paris monuments.• The students will be able to give at least three specific facts about the city of Paris.

La Famille et les Copains (Family and Friends) Continued	
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Au Cafe` (Cafés)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one discuss French towns?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to identify places in a French town by using vocabulary. <ul style="list-style-type: none"> • The students will be able to identify 70% of places on a given list. • The students will be able to give (say and spell) 70% of places given orally or with pictures. 2. The students will be able to explain what is done in specific places by using verbs in French. <ul style="list-style-type: none"> • The students will be able to identify 70% of activities for specific places on a given list. • The students will be able to give (say and spell) 70% of activities for specific places given orally or with pictures. • The students will be able to describe what people are doing in town (spoken and written) with 70% accuracy. 3. The students will be able to explain what French teens do in their free time by comparing it to that in the U.S. <ul style="list-style-type: none"> • The students will research and give three things that French teens do in their free time. • The students will be able to give two similarities and two differences between how teens spend their free time in France and in the U.S. 4. The students will be able to tell where people are going by using the verb "aller" and the preposition "à." <ul style="list-style-type: none"> • The students will be able to fill in blanks with correct forms of the verb "aller" with 70% accuracy. • The students will be able to describe (spoken and written) where people are going with 70% accuracy. • The students will be able to create their own sentences with the verb "aller" with 70% accuracy. 5. The students will be able to explain what they are going to do by using the "futur proche." <ul style="list-style-type: none"> • The students will be able to fill in blanks with the correct forms of the "futur proche" with 70% accuracy. • The students will be able to describe what people are going to do by creating sentences in the "futur proche" with 70% accuracy. 6. The students will be able to make plans by asking and answering questions about location, time, reason, etc. <ul style="list-style-type: none"> • The students will be able to list at least nine question words in French. • The students will be able to create questions using different question formations with 70% accuracy. • The students will be able to answer questions with appropriate answers with 70% accuracy.

Au Cafe` (Cafés) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>7. The students will be able to discuss French cafés by describing what is served.</p> <ul style="list-style-type: none"> • The students will be able to identify 70% of café items on a given list. • The students will be able to give (say and spell) 70% of café items given orally or with pictures. <p>8. The students will be able to ask for and give prices by using quantities in French.</p> <ul style="list-style-type: none"> • The students will be able to ask for prices with appropriate vocabulary with 70% accuracy. • The students will be able to give specific information about the euro. • The students will be able to give prices in euros and convert those prices to dollar amounts when needed with 70% accuracy. <p>9. The students will be able to describe café culture in France by listing specific information about cafés.</p> <ul style="list-style-type: none"> • The students will be able to describe the role that cafés play in French culture by citing at least two facts. • The students will be able to describe how cafés differ from American restaurants by citing at least three differences. <p>10. The students will be able to describe what people are eating and drinking by using the verbs “prendre” and “boire.”</p> <ul style="list-style-type: none"> • The students will be able to fill in blanks with the correct forms of these verbs with 70% accuracy. • The students will be able to describe pictures by using the correct forms of these verbs with 70% accuracy. • The students will be able to discuss what they would consume at a café with 70% accuracy. <p>11. The students will be able to discuss what people are having by using partitive articles.</p> <ul style="list-style-type: none"> • The students will contrast partitive articles with the articles they have already learned. • The students will be able to use partitive articles in place of other articles with 70% accuracy. <p>12. The students will be able to create sentences by using and conjugating regular –ir verbs.</p> <ul style="list-style-type: none"> • The students will be able to give at least ten examples of regular –ir verbs. • The students will be able to fill in blanks with the correct forms of these verbs with 70% accuracy. • The students will be able to describe pictures by using the correct forms of these verbs with 70% accuracy. <p>13. The students will be able to describe the regions of Normandy and Brittany by giving specific information about each region.</p> <ul style="list-style-type: none"> • The students will be able to research and give four pieces of information about each region. • The students will be able to give at least three reasons why or why not they would like to visit these regions.

Au Café (Cafés) Continued	
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Les Loisirs (Free-Time Activities)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one discuss free time activities?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> 1. The students will be able to discuss what people do in their free time by using activities in French. <ul style="list-style-type: none"> • The students will be able to identify 70% of free-time activities on a given list. • The students will be able to give (say and spell) 70% of free-time activities given orally or with pictures. • The students will be able to discuss (spoken and written) what free-time activities people engage in with 70% accuracy. 2. The students will be able to discuss the sport of soccer (football) by comparing it to sports in the U.S. <ul style="list-style-type: none"> • The students will be able to research and give at least five facts about sports in France. • The students will be able to give at least two similarities and two differences between sports in France and in the U.S. 3. The students will be able to discuss specific activities that people do by using the verb "faire." <ul style="list-style-type: none"> • The students will be able to identify at least ten free-time activities that use the verb "faire." • The students will be able to fill in blanks with the correct forms of the verb "faire" with 70% accuracy. • The students will be able to describe pictures by using the correct forms of the verb "faire" with 70% accuracy. • The students will be able to discuss (spoken and written) what they and others do in their free time by using the verb "faire" with 70% accuracy. 4. The students will be able to discuss going out by using the verbs "sortir," "partir," and other irregular -ir verbs. <ul style="list-style-type: none"> • The students will be able to identify at least three irregular -ir verbs. • The students will be able to fill in blanks with the correct forms of these verbs with 70% accuracy. • The students will be able to describe pictures by using the correct forms of these verbs with 70% accuracy. • The students will be able to discuss (spoken and written) what they and others do in their free time by using these verbs with 70% accuracy. 5. The students will be able to give a description of current conditions and seasons by giving the date and weather in French. <ul style="list-style-type: none"> • The students will be able to give the date with 70% accuracy. • The students will be able to identify 70% of weather-related terms on a given list. • The students will be able to give (say and spell) 70% of weather-related terms given orally or with pictures. • The students will be able to discuss (spoken and written) conditions by using weather-related terms with 70% accuracy.

Les Loisirs (Free-Time Activities) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<ol style="list-style-type: none"><li data-bbox="737 256 1986 362">6. The students will be able to talk about public gardens in France by discussing their significance to French culture.<ul style="list-style-type: none"><li data-bbox="785 293 1927 326">• The students will be able to research and give at least two reasons why gardens are popular in France.<li data-bbox="785 329 1665 362">• The students will be able to discuss how gardens play a role in French culture.<li data-bbox="737 399 1965 537">7. The students will be able to use verbs like "acheter" by studying –er verbs that have stem changes.<ul style="list-style-type: none"><li data-bbox="785 436 1646 469">• The student will be able to identify at least three-er verbs with stem changes.<li data-bbox="785 472 1860 505">• The students will be able to fill in blanks with the correct forms of these verbs with 70% accuracy.<li data-bbox="785 508 1965 537">• The students will be able to describe pictures by using the correct forms of these verbs with 70% accuracy.<li data-bbox="737 574 1986 680">8. The students will be able to talk about public gardens in France by discussing their significance to French culture.<ul style="list-style-type: none"><li data-bbox="785 612 1927 644">• The students will be able to research and give at least two reasons why gardens are popular in France.<li data-bbox="785 647 1665 680">• The students will be able to discuss how gardens play a role in French culture.

Les Loisirs (Free-Time Activities) Continued	
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