



Alignment Document

State of Pennsylvania And Aventa Learning French

French 2005-2007 Benchmark Blueprint

Pennsylvania Standards	Stage I--French I	Stage 2--French II	Stage 3--French III
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...			
Stage 1--			
Know the basic sound system and spelling patterns of the target language.	Bonjour		
Know common vocabulary forms and structures used in basic speaking and writing.	Bonjour, Le Jour et La Date, L'Heure, Le Temps		
Recognize common vocabulary terms through listening and reading.	Le Temps, Les Couleurs, Les Endroits		
Know simple sentence and question structures in order to communicate.	Bonjour, Le Jour et La Date, L'Heure, Le Temps		
Identify words from the target language that are commonly used in English.	Bonjour, many units.		
Know how the target language has influenced other school curriculum areas.	Le Temps		
Stage 2--			
Refine knowledge of the sound system and spelling patterns of the target language.		La Routine, each unit.	
Know expanded vocabulary forms and structures used in basic speaking and writing.		Le Corps, many units.	
Recognize expanded vocabulary through listening and reading.		La Routine, each unit.	
Know simple sentence and question structures in order to communicate about memorable and upcoming events.		La Routine, each unit.	

Identify words in English that have origins in the target language.		Many units.	
Explain how the target language has influenced other areas of the school curriculum.		Le Corps, many units.	
Stage 3--			
Know details of the sound system and spelling patterns of the target language.			Each unit.
Know advanced vocabulary and idiomatic expressions used in speaking and writing.			Au Travail, Les Mésures
Recognized advanced vocabulary through listening and reading selections.			Les Professions, La Santé
Know simple, compound and complex sentence and question structures in order to communicate and comprehend.			Le Transport, Les Sentiments
Analyze and compare the origins and meanings of common target language words used frequently in the English language.			Les Sentiments, each unit.
Analyze how the target language has influenced the school curriculum.			Les Mésures
Stage 4--			
Know and compare distinct regional accents of the sound system of the target language.			
Know enhanced vocabulary and idiomatic expressions used in common oral and written communications.			
Recognize enhanced vocabulary used in complex listening and reading selections.			
Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.			
Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.			
Research, analyze and describe the target language's influence in different areas of the school curriculum.			
12.3 The role of CULTURE in World Language Acquisition			



Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to....			
Stage 1--			
Identify fundamental products and customs of the target culture.	Bonjour, La Famille		
Know typical expressions and gestures for basic social interactions in the target culture.	Bonjour		
Describe similarities and differences of life skills and social structures in personal interactions between cultures.	Bonjour, La Famille, L'École		
Know basic information in school subject areas influenced by the target culture (e.g. Fahrenheit, chocolate, patio).	Le Temps		
Stage 2--			
Describe the products and customs of the target culture.		Les Animaux, Les Passetemps	
Explain cultural patterns of daily social interaction.		Le Temps Libre	
Explain similarities and differences of daily activities between cultures.		La Routine, La Cuisine	
Know information with details in other subject areas influenced by the target culture.		Le Transport, La Description	
Stage 3--			
Explain a variety of services, products and customs of the target culture.			Le Transport, Les Mésures
Assess cultural patterns in a variety of social settings.			Les Sentiments, La Maison
Compare and contrast the similarities and differences in social institutions between cultures.			La Santé, Le Transport
Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.			Mon Histoire, Les Mésures, Le Futur
Stage 4--			
Analyze unfamiliar products, customs and institutions of the target culture.			
Analyze the misconceptions that occur in cross-cultural situations.			
Analyze perspectives, beliefs and assumptions evident in the target and other cultures.			
Synthesize cultural information acquired in the target language for use in other subject areas.			



Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...			
Stage 1--			
Know where in the local and regional community the target language and culture are useful.	Bonjour		
Know where in the national community the target language and culture are experienced.	Bonjour		
Know where the target language is spoken in the global community.	Bonjour		
Know simple comparisons and connections that can be made between the target language and English in the local, national and global communities.	Bonjour, many units.		
Stage 2--			
Identify local resources for gathering information for practical purposes and personal enjoyment.		Les Passetemps, Le Temps Libre.	
Identify national resources for gathering information for practical purposes and personal enjoyment.		Les Passetemps, Le Temps Libre.	
Identify global resources for gathering information for practical purposes and personal enjoyment.		Les Passetemps, Le Temps Libre.	
Identify comparisons and connections about resources in the local, national and global communities where the target language is used and resources where English is spoken or written in those same communities.		Les Animaux, Le Corps, many units.	
Stage 3--			
Identify employment areas in the local community where the target language is used and how and why the target language is necessary.			Au Travail, Les Professions
Know national employment opportunities where the target language is used and how and why the target language is necessary.			Au Travail, Les Professions
Know global employment opportunities where the target language is used and how and why the target language is necessary.			Au Travail, Les Professions



Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.			Au Travail, Les Professions
Stage 4--			
Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.			
Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.			
Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.			
Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.			