



Level 1

Correlated to South Carolina Academic Standards
for Modern Languages

Goal 1: Communication

Communicate in Languages other than English

Standard 1:1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Beginning Stage	
The learner will	
1. indicate in the target language that he or she does not understand or cannot communicate a message adequately.	p 71
2. express the basic courtesies in the target language and use appropriate behaviors.	p 158-160,168-169,171
3. use the target language to give simple directions; understand simple directions given in the target language.	p 43, 97,149, 384,
4. use the target language to exchange personal information with others.	p 24, 25, 162, 165, 173, 177, 183, 191-192, 200, 202-203, 205, 249, 491
5. use the target language to express personal needs in familiar situations.	p 176, 230, 296-297, 346, 355. 357, 507
6. use the target language to express personal likes, dislikes, agreement and disagreement	p 256, 262, 311, 320, 328, 356, 385, 447, 505

regarding familiar topics.	
7. use the target language to ask and answer simple questions.	p 60, 85,115, 122, 189, 190, 204, 21-213, 231, 248, 312, 339,354 364, 368, 394, 399, 417, 424, 445, 469

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Beginning stage	
The learner will	
1. respond appropriately to simple directions and commands given in the target language	p 277-278, 287, 310-311, 319, 325, 340, 356, 447, 456
2. identify aural, visual, and context clues in authentic target-language materials, in both oral and written forms.	p 167, 179,193, 207, 221,235, 251, 267, 283, 299, 315, 329, 343, 359, 373, 387, 401, 403, 419, 435, 449, 465, 479, 493, 509,
3. identify the main idea in authentic target-language materials, in both oral and written forms.	p 166, 220, 249, 266, 298, 342, 358, 372, 386, 448, 464, 491
4. understand information on familiar topics that is conveyed in the target language in sentence-level oral and written presentations.	p 165, 171, 190-191, 197, 201, 204, 218-219, 225, 228, 240, 244, 255, 260, 264, 278, 292, 307, 322, 328, 351, 368, 371, 380, 397, 411, 426, 432, 433, 439, 443, 455, 482, 485, 496, 501,

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Beginning stage	
The learner will	
1. use the target language to give simple directions and commands.	p 149, 183, 192, 213, 218, 230, 287, 295,
2. use visuals as support in communicating a message in the target language.	p 204, 218, 220,233, 265, 303, 327, 328,
3. use the target language to express personal likes or dislikes regarding familiar topics.	p 205, 256, 265, 296, 311, 312, 313, 402, 447, 478,
4. use the target language to dramatize simple authentic materials	p 12, 40, 70, 96, 121, 148
5. use the target language to list and compare information from simple sentences.	p 198, 244, 342, 358, 372, 386
6. communicate information in the target language in sentence-level oral and written presentation on familiar topics.	p 192, 220, 232, 265,274, 289, 294,303,312, 327, 357,

Goal 2: Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between practices and perspectives of the culture studied.

Beginning stage	
The learner will	
1. initiate language and behaviors that are appropriate to interactions in the target culture.	p 168, 187, 189, 192, 198, 477, 491, 507
2. use the target language to identify behaviors and traits that are characteristic of everyday life in the target culture.	p 164, 174, 307-308, 323-324, 369, 413
3. use the target language to identify the cultural practices that are particular to the target culture.	p 247, 357, 433, 447, 201-202, 244-245, 351-352, 381, 427-429
4. use the target language to identify social issues currently affecting the target culture.	p 202, 337-338,

Standard 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.

Beginning stage	
The learner will	
1. use the target language to identify tangible products and symbols of the target culture	p 266, 292, 374, 376, 429, 447,502-503
2. use the target language to identify and participate in artistic expressions of the target culture.	p 443-444
3. use the target language to identify the contributions of the target culture has made	p 460, 486-487

to the world.	
4. use the target language to identify social, economic, and political perspectives within the target culture.	p 216-217, 229, 278, 473-474

Goal 3: Connections

Connect with other Disciplines and Acquire Information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Beginning Stage	
The learner will	
1. Locate resources and identify information in the target language that will further his or her knowledge in other subject areas.	p 180, 183, 189, 279

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Beginning stage	
The learner will	
1. use the target language to identify viewpoints within the target culture that are expressed in sources intended for native speakers.	p 474

Goal 4: Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through the comparisons of the language studied and their own.

Beginning stage	
The learner will	
1. compare cognates and word borrowings between the target language and English	p 180, 271, 332, 452
2. identify differences and similarities in register between the target language and English.	p 161, 164, 187, 199, TE229,
3. Recognize high-frequency target-language idioms within limited contexts.	p 295-296, 312, 326, 334, 346, 357, 385, 402, 416, 433, 447, 463, 491, 507

Standard 4. 2 Students understand the concept of culture through comparisons of the cultures studied and their own.

Beginning stage	
The learner will	
1. use the target language to identify the products of the target culture and those of his or her native culture.	p 352-353, 369, 398, 405, 413, 444, 474
2. use the target language to identify	p 197, 217, 308, 381, 429

behavioral patterns and perspectives in the target culture that are similar to and different in his or her native culture.	
3. use the target language to identify practices within the target culture that are similar to and different from those in his or her native culture.	p 174, 245, 328, 503

Goal 5 Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Students use the language both within and beyond the school setting.

Beginning stage	
The learner will	
1. use the target language to respond to target language speakers encountered outside of the classroom setting.	p 162, 172, 259, 322, 336, 350, 380, 396, 426, 471, 500
2. share examples of the target language and culture with people encountered outside of the classroom setting.	Six Foundation lessons, Culture Notes, Culture windows, etc.
3. identify examples of the target culture in the local or regional community	p 29, 57, 364, 374, 376, 386, 466, 486