HOLLISTON Public Schools

# French Immersion 9: Unit 10: Money and Consumption

**Massachusetts Standards for World Language Practice**

**Intermediate High World Languages Standards**

**Communication Standards**

2. Interpersonal Communication - In conversations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students:

a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IH.2.a)

3.. Presentational Communication - In presentations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon circumlocution, in such a way that speakers/signers of the language usually understand, students:

b. Present information, raise awareness, and express preferences. (IH.3.b)

**Linguistic Cultures Standards**

6. Comparisons - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:

a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target language cultures studied and their own by:

1. Comparing how products, practices, and perspectives reciprocally affect one another over time. (IH.L.6.a.1)

**Lifelong Learning Standards**

7. Connections - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:

a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IH.7.a)

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8. Communities - In a wide variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:

b. Become lifelong learners by:

4. Identifying challenges and strategies for growth and reflecting upon progress. (IH.8.b.4)