

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)



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)