

CONTENT STANDARD 1: Communication

Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
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| <p><i>Interpersonal Communication</i></p> <p>1.K-2. Greet and respond to simple greetings and farewells, match time of day (morning, afternoon, evening) with pictured activity.</p> <p>1.K-2. Perform simple commands, (e.g., sit down, stand up, line up, get your pencil, open your books, etc)</p> <p>1.K-2. Identify necessity and need with courtesy phrases, (e.g., bathroom please, pencil sharpener please, thank you).</p> <p>1.K-2. Name the days of the week and identify them on a calendar.</p> <p>1.K-2. Imitate feelings, match feeling with picture and ask classmates how they feel, (e.g., I'm happy, I'm sad, I'm fine, I'm sick).</p> <p>1.K-2. Introduce and describe themselves, family members and pets, (e.g., me, my sister, my brother, my mother, my father, my grandfather, my grandmother and my pets).</p> <p>1.K-2. Respond to simple questions about themselves and surroundings (e.g., weather, places in city, beach, zoo, etc.).</p> <p>1.K-2. Identify dates, (months, days and numbers), tell birthdays and ages.</p> | <p><i>Interpersonal Communication</i></p> <p>1.3-4. Give simple commands or instructions to classmates and teacher, (e.g., stand up, sit down, come here, raise your hand please, write your name)</p> <p>1.3-4. Relate favorite pastimes (sports and hobbies).</p> <p>1.3-4. Give time framework (hour, day, month, today, yesterday, tomorrow) for when activities are performed (go to school, go to church, sports, camp, meals). Describe daily routines.</p> <p>1.3-4. Ask and respond in simple conversations to questions about peers and teachers. (e.g., How are you? Where do you live? What time do you eat lunch? How many ... in your family do you have)?</p> <p>1.3-4. Identify and describe themselves and members of immediate and extended family, (e.g., I am short, my uncle is tall, my aunt is blonde).</p> <p>1.3-4. Ask and state location of places and things, (e.g., "Where is the zoo? The zoo is near the park.").</p> <p>1.3-4. Express likes and dislikes on a variety of topics (e.g., animals, sports, foods).</p> | <p><i>Interpersonal Communication</i></p> <p>1.5-6. Expand conversational ability based on new information (e.g., climate, seasons, school schedules, etc.)</p> <p>1.5-6. Take part in longer exchanges with others using more interrogation (e.g., What, When, Which, Where, Who, How many, How much, How and Why) and ask about clubs, sports, favorite musicians, movies, etc.)</p> <p>1.5-6. Discuss with a partner or group details of plans and people, (e.g., dream home, ideal vacation, ideal friend, etc.</p> <p>1.5-6. Talk with others about personal activities (e.g., school, home, scouts, sports, etc.)</p> <p>1.5-6. Acquire goods and services through basic conversational skills (e.g., order food in a restaurant, exchange currency, purchase school supplies).</p> <p>1.5-6. Exchange opinions, feelings and emotions (e.g., I'm proud, I admire the hero, I hate drugs etc).</p> <p>1.5-6. Accept and decline an invitation.</p> | <p><i>Interpersonal Communication</i></p> <p>1.7-8. Respond to factual and interpretive questions audibly and clearly, varying pace, tone, and stress to enhance meaning.</p> <p>1.7-8. Orally express own thoughts, ideas, opinions and emotions (e.g., express approval, disapproval, wants, preferences, ask and answer what one likes best, give and respond to compliments.</p> <p>1.7-8. Describe themselves, a best friend, a favorite celebrity, etc.</p> <p>1.7-8. Demonstrate an awareness of dialects and regional variations.</p> <p><i>Interpersonal Communication</i></p> <p>1.7-8. Respond with simple, appropriate social expressions (e.g., idioms such as "I have hunger" vs. "I am hungry", "It makes cold" vs. "It is cold out").</p> <p>1.7-8. Describe a conflict/present a solution.</p> <p>1.7-8. Relate the sequence of a movie video without the sound.</p> <p>1.7-8. Identify customs from target cultures that have been assimilated to daily life in the U.S. (e.g., Taco Bell, Piñata at parties).</p> | <p><i>Interpersonal Communication</i></p> <p>1.9-10. Expand on idioms (e.g., "I know it like the back of my hand.").</p> <p>1.9-10. Defend position on given social topic.</p> <p>1.9-10. Preview video without sound and write own dialog.</p> <p>1.9-10. Debate the value of specific cultural traditions.</p> <p><i>Interpersonal Communication</i></p> <p>1.9-10. Respond to a series of instructions that involve interrelated tasks (e.g., how to drive a car, change a tire, etc.)</p> <p>1.9-10. Participate in an interview (e.g., with a guest speaker, local celebrity, etc.)</p> <p>1.9-10. Initiate and maintain discussions where some responses may be unpredictable (e.g., scenarios).</p> <p>1.9-10. Express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.</p> <p>1.9-10. Engage in extended conversations on a variety of topics.</p> <p>1.9-10. Interpret information presented visually (through art, drama, etc.</p> <p>1.9-10. Discuss advantages and disadvantages of an idea or proposed course of action (e.g., the year-round school, raising the age for getting a driver's license to 18).</p> | <p><i>Interpersonal Communication</i></p> <p>1.11-12. Restate facts from an oral interview.</p> <p>1.11-12. Obtain information on another's thoughts and opinions (e.g., current social, political, or environmental issue).</p> <p>1.11-12. Use transitional words or phrases to sustain conversations (e.g., "vamos a ver," "pues," "eh bien").</p> <p>1.11-12. Sequence items presented visually.</p> <p><i>Interpersonal Communication</i></p> <p>1.11-12. Teach others to accomplish a given task.</p> <p>1.11-12. Analyze and critique social and political events, music, literary, or artistic performances, etc.</p> <p>1.11-12. Debate both sides of an issue</p> <p>1.11-12. Discuss information presented visually.</p> |

CONTENT STANDARD 2: Communication

Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
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| <p><i>Interpretive Communication</i></p> <p>2.K-2. Recognize classroom objects in oral and written forms (e.g., clock, door, pencil sharpener.)</p> <p>2.K-2. Orally supply missing word(s) to a song, rhyme, game or story at correct time (e.g., An apple a day keeps the _____ away).</p> <p>2.K-2. Draw pictures to demonstrate comprehension of simple stories</p> <p>2.K-2. Comprehend greetings, farewells and statements of feelings.</p> <p>2.K-2. Listen to, imitate and use gestures in simple songs, rhymes and stories (whenever possible they should be culturally authentic).</p> <p>2.K-2. Identify letters, symbols, or common characters in alphabetic, phonetic or syllabic systems.</p> <p>2.K-2. Identify beginning letters of posted classroom words</p> <p>2.K-2. Demonstrate comprehension of main idea or principal message in highly illustrated culturally based texts in which cognates, repetition, predictability and rhythm are used including stories, simple advertisements and/or other literacy sources.</p> <p>2.K-2. Comprehend the main idea of orally related personal anecdotes, songs, rhymes, familiar fairy tales and other narratives (familiar and/or culturally related) based on well</p> | <p><i>Interpretive Communication</i></p> <p>2.3-4. Understand and use correctly interaction, pronunciation and stress (e.g., recites aloud).</p> <p>2.3-4. Decode new vocabulary using contextual clues and drawing on words and phrases from prior studies.</p> <p>2.3-4. Use a simple picture dictionary.</p> <p>2.3-4. Read aloud a familiar passage with correct interaction and pronunciation (e.g., language ladder or simple rhymes).</p> <p>2.3-4. Read short narrative texts (if possible culturally authentic) and retell the main storyline in their own words.</p> <p>2.3-4. Comprehend main idea of an oral or written announcement using contextual clues.</p> <p>2.3-4. Read and prepare simple activity involving a series of steps (e.g., recipe, science experiment or Gouin series).</p> | <p><i>Interpretive Communication</i></p> <p>2.5-6. Read aloud authentic materials with correct intonation, pronunciation and stress.</p> <p>2.5-6. Demonstrate understanding of written or oral text by summarizing or paraphrasing (e.g., setting characters plot etc.)</p> <p>2.5-6. Read simple texts in target language and answer simple questions (e.g., weather report, travel poster or brochure, T.V. Guide, etc.)</p> <p>2.5-6. Use primary bilingual dictionary, picture dictionary or glossary to access information.</p> <p>2.5-6. Obtain information from short messages (oral or written) (e.g., invitations, directions, announcements, appointments).</p> <p>2.5-6.</p> | <p><i>Interpretive Communication</i></p> <p>2.7-8. Read and respond creatively to texts (designing a poster, making a graph, etc.)</p> <p>2.7-8. Express viewpoint on authentic magazine or newspaper article.</p> <p>2.7-8. Summarize or establish the sequence of events in a familiar recorded new story (e.g., Tour de France).</p> <p>2.7-8. Continue to explore cultural components of Internet.</p> <p><i>Interpretive Communication</i></p> <p>2.7-8. Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).</p> <p>2.7-8. Read and summarize an authentic magazine or newspaper article.</p> <p>2.7-8. Watch and answer questions on taped sporting or other social activities.</p> <p>2.7-8. Establish contact with target language school or person via the Internet.</p> <p>2.7-8. Read aloud familiar and unfamiliar texts with fluency and competent delivery.</p> <p>2.7-8. Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</p> <p>2.7-8. Use a dictionary to validate choice of language.</p> | <p><i>Interpretive Communication</i></p> <p>2.9-10. Read and respond creatively to texts by scripting a skit.</p> <p>2.9-10. Write an editorial on a current issue.</p> <p>2.9-10. Characterize the tone, mood, and/ or point of view of one or more speakers.</p> <p>2.9-10. Create class web page.</p> <p>2.9-10. Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).</p> <p>2.9-10. Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).</p> <p><i>Interpretive Communication</i></p> <p>2.9-10. Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).</p> <p>2.9-10. Read a story and represent sequence of events through pictures, words, music, drama (e.g., comic strip).</p> <p>2.9-10. Use target language to validate choice of vocabulary.</p> <p>2.9-10. Obtain information through email.</p> <p>2.9-10. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)</p> <p>2.9-10. Examine and discuss socio-cultural elements represented via the Internet.</p> | <p><i>Interpretive Communication</i></p> <p>2.11-12. Read a play and demonstrate comprehension through various tasks (e.g., restating storyline, identifying antagonist/ protagonist describing setting, etc.)</p> <p>2.11-12. Read aloud plays and poetry with fluency and confident delivery.</p> <p>2.11-12. Infer a writer's assumptions, purpose, or point of view in an editorial.</p> <p>2.11-12. Analyze the social context of a spoken exchange (e.g., a coach's pep talk, a student's conference with a guidance counselor, a conversation at the refund counter of a department store).</p> <p>2.11-12. Interpret information presented visually.</p> <p><i>Interpretive Communication</i></p> <p>2.11-12. Read a poem and demonstrate understanding through various tasks (e.g., identifying the theme).</p> <p>2.11-12. Apply skills of critical analysis to oral communication.</p> <p>2.11-12. Read an authentic historical text and relate it to the historical period.</p> |

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| <p>2.K-2.</p> <p>2.K-2.</p> <p>2.K-2.</p> <p>2.K-2.</p> <p>2.K-2.</p> | <p>known age appropriate themes.</p> <p>Distinguish differences between simple binary (polar) opposites (e.g., tall/short, hot/cold, black/white).</p> <p>Read aloud familiar words demonstrating initial awareness of pronunciation, interaction, and stress</p> <p>Comprehend simple questions and commands on classroom topics by responding correctly either orally or physically (e.g., Where is the flag? Response could be, "It's over there." or child points to it).</p> <p>Make connections between illustration and simple written texts (e.g., use picture dictionary, match illustrations with short phrases or sentences).</p> <p>Find key words in song, rhymes, story or game.</p> | | | | | |
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CONTENT STANDARD 3: Communication

Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational)

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
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| <p><i>Presentational Communication</i></p> <p>3.K-2. Pronounce proper nouns.</p> <p>3.K-2. Identify and label vocabulary connected to the lesson theme.</p> <p>3.K-2. Complete simple sentences, phrases and/or short dialogues to accompany illustrations.</p> <p>3.K-2. Talk about pictures based on simple stories, rhymes or songs.</p> <p>3.K-2. Predict orally or through illustrations events in a story.</p> <p>3.K-2. Trace, copy words or characters from various sources</p> <p>3.K-2. Begin to write familiar words, phrases and simple sentences in a meaningful context.</p> <p>3.K-2. Perform short conversation (e.g., skits, puppet shows, role play, etc.)</p> <p>3.K-2. Use information from a text or oral story to draw or label pictures, diagrams, or charts.</p> <p>3.K-2. Contribute to teacher directed shared writing activities (e.g., Gouin series, story mapping, “word snake” and concrete poetry).</p> | <p><i>Presentational Communication</i></p> <p>3.3-4. Spell common words correctly and take written dictation.</p> <p>3.3-4. Create and perform short skits, puppet shows and role play.</p> <p>3.3-4. Produce and use basic print, capitalization and punctuation conventions (e.g., inverted Spanish question marks, quotation marks, lower case for days of the week, etc.).</p> <p>3.3-4. Begin to write for different purposes (e.g., post cards, phone messages, informal notes, birthday invitation, etc.).</p> <p>3.3-4. Write and record a message (e.g., advertisement, weather reports, phone messages, etc.).</p> <p>3.3-4. Summarize orally the plot of a folktale (e.g., the beginning, the middle, and the end).</p> <p>3.3-4. Use a picture dictionary or other sources to create an alphabet based on a theme (e.g., food alphabet, animal alphabet, cultural alphabet, etc.).</p> <p>3.3-4. Fill in text based on words from known song or story. (written or orally – “The farmer in the _____”).</p> <p>3.3-4. Write simple descriptive sentences, given two choices (e.g., John is tall, short).</p> | <p><i>Presentational Communication</i></p> <p>3.5-6. Take written dictation on unfamiliar text that is orthographically predictable.</p> <p>3.5-6. Write, review, and edit own writing with teacher guidance.</p> <p>3.5-6. Write a personal letter applying conventions, accurately (e.g., layout, headings, punctuation). Address the envelope.</p> <p>3.5-6. Create and present short skit/play involving more than two characters. May use videotape, props, costumes and scenery.</p> <p>3.5-6. Prepare and present brief reports on thematic topics (e.g., weather report, commercial, etc.) using a variety of formats (e.g., brochures, dioramas, puppets, travel posters, etc.)</p> <p>3.5-6. Identify orally the setting, main characters and events in narrative texts (e.g., linear and circular story mapping).</p> <p>3.5-6. Create written journals in response to teacher prompt</p> | <p><i>Presentational Communication</i></p> <p>3.7-8. Fill in authentic forms (e.g., magazine subscriptions, invitations).</p> <p>3.7-8. Take notes from recorded phone messages.</p> <p>3.7-8. Write and act out a commercial with a group.</p> <p>3.7-8. Write brief paraphrases and summaries on teacher-given topics.</p> <p>3.7-8. Narrate/give an oral report in present, past and future times.</p> <p>3.7-8. Represent information visually.</p> <p><i>Presentational Communication</i></p> <p>3.7-8. Design own form(s) of announcements.</p> <p>3.7-8. Write simple letters about self and school.</p> <p>3.7-8. Create original poem and illustrate it on a poster.</p> <p>3.7-8. Write a simple narrative or description on a given topic (e.g., an account of an event, a problem, etc.).</p> | <p><i>Presentational Communication</i></p> <p>3.9-10. Extract information from timetables, menus, advertisements.</p> <p>3.9-10. Write an editorial based on teacher-designed topic.</p> <p>3.9-10. Respond in writing to personal questions.</p> <p>3.9-10. Write and present an original story.</p> <p><i>Presentational Communication</i></p> <p>3.9-10. Complete authentic forms and documents (e.g., passport, driver’s license, job application).</p> <p>3.9-10. Take detailed notes on given topic via video.</p> <p>3.9-10. Retell events of a video using detailed notes.</p> <p>3.9-10. Write a well-organized paragraph.</p> <p>3.9-10. Proofread and peer-edit paragraphs.</p> <p>3.9-10. Adjust spoken presentation to suit the audience.</p> <p>3.9-10. Write a business letter.</p> | <p><i>Presentational Communication</i></p> <p>3.11-12. Identify and understand organizational elements of writing (e.g., titles, paragraphs, bibliography).</p> <p>3.11-12. Write a well-organized composition.</p> <p>3.11-12. Approximate native-like pronunciation, intonation, and inflection.</p> <p>3.11-12. Speak audibly and clearly, varying pace, tone, and stress to engage the audience.</p> <p><i>Presentational Communication</i></p> <p>3.11-12. Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.</p> <p>3.11-12. Present to class information learned from research paper using technology (e.g., video, etc.).</p> <p>3.11-12. Engage in exchanges with the audience (e.g., take and answer questions).</p> <p>3.11-12. Write about a variety of trips related to personal, social, and school needs, using appropriate specialized vocabulary.</p> <p>3.11-12. Give a formal, well-organized, and sustained oral presentation.</p> |

CONTENT STANDARD 4: Cultures

Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
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| <p><i>Practices of Culture</i></p> <p>4.K-2. Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations. (e.g., bowing, shaking hands, Mr., Mrs., Miss).</p> <p>4.K-2. Introduce self, family and/or teacher and respond to introductions.</p> <p>4.K-2. Initiate and respond to routine courtesy exchanges (e.g., excuse me, thank you, please) and make polite requests.</p> <p>4.K-2. Respond physically and/or orally to demonstrate respect and/or courtesy (e.g., in South America the principal walks in room and students stand up; in Germany, students rap on desks to express approval).</p> <p>4.K-2. Listen and share in reading/reciting authentic fairytales, folktales, nursery rhymes, etc. Identify and imitate characters.</p> <p>4.K-2. Participate in cultural activities and traditions (e.g., holidays, birthday, Saint’s day, celebrations).</p> <p>4.K-2. Name and experience foods and eating customs of the target culture (e.g., typical foods, table manners, chopsticks, samovar tea ceremony etc.)</p> <p>4.K-2. Participate in the creation of a group story on a cultural theme</p> <p>4.K-2. Describe selected ingredients</p> | <p><i>Practices of Culture</i></p> <p>4.3-4. Use cultural expressions (using formal and informal modes of discourse) and appropriate body language of greetings, farewells and introductions in a variety of situations.</p> <p>4.3-4. Demonstrate understanding that families meet basic needs in a variety of ways (e.g., how climate effects type of dwelling, food, mealtime, etc.)</p> <p>4.3-4. Make request in a variety of social situations (e.g., asking a peer for a snack at a celebration, asking permission of an adult, etc.)</p> <p>4.3-4. Identify chores of each member of the family in the target culture.</p> <p>4.3-4. Plan for and participate in a cultural activity (e.g., holidays, birthday, graduation) using customs of target culture(s). (e.g., decoration, ceremony, eating habits, etc.)</p> <p>4.3-4. Identify and name selected commercial establishments in the target culture(s) (e.g., role play shopping).</p> <p>4.3-4. Recognize and write numbers according to cultural custom (e.g., one: 1, seven 7). When appropriate, count on fingers the way of target culture (e.g., starting with thumb, little finger, etc.)</p> <p>4.3-4. Demonstrate the use of symbols and signs as a way</p> | <p><i>Practices of Culture</i></p> <p>4.5-6. Identify roles and responsibilities of men, women and children in the target culture(s).</p> <p>4.5-6. Explain attitudes toward concept of time in the target culture(s) (e.g., Spanish siesta, Swiss punctuality, etc.).</p> <p>4.5-6. Identify and name selected occupations that are specific to target culture(s) (e.g., matador, chocolate maker, shaman, etc.)</p> <p>4.5-6. Role play patterns of behavior and interactions of everyday settings in the target culture(s) (e.g., French practice of closing doors in house; standing up for school principals/teachers when they enter classroom, etc.)</p> <p>4.5-6. Describe staples and dishes unique to target culture(s) and indicate order in which these are served (e.g., soup at end of Chinese course, salad and cheese at end of meal in France). Accept/ refuse appropriately offers of food.</p> <p>4.5-6. Demonstrate a basic knowledge of the history and geography at the people/countries of the target culture(s).</p> <p>4.5-6. Use appropriate etiquette in initiating and responding to telephone conversations, e-mail and other types of communication.</p> <p>4.5-6. Role play shopping practices in target cultures (e.g., bargaining in marketplace,</p> | <p><i>Practices of Culture</i></p> <p>4.7-8. Identify subculture(s) within the target culture(s) (e.g., differences in “Spanish” cultures among Spain, Mexico, Puerto Rico, etc.).</p> <p>4.7-8. Use appropriate etiquette in initiating and responding to telephone communication.</p> <p>4.7-8. Identify the status of various occupations in target cultures(s) (e.g., status of teachers in Japan and Germany, status of nurses, engineers, etc. in western cultures).</p> <p>4.7-8. Demonstrate understanding of purchasing power of the currency of the target culture.</p> <p>4.7-8. Identify and describe various values reflected in food, clothing, and shelter in the target culture(s) e.g. kosher taboos, French herbal teas, extended family living quarters.</p> <p><i>Products of Culture</i></p> <p>4.7-8. Recognize the regions of the target culture(s).</p> <p>4.7-8. Identify the sports activities in the target culture(s).</p> <p>4.7-8. Describe styles of architecture used to design monuments.</p> <p>4.7-8. Identify and categorize television programs available in the target culture(s).</p> <p>4.7-8. Identify how people in the</p> | <p><i>Practices of Culture</i></p> <p>4.9-10. Recognize and discuss cultural differences in educational requirements, grades, and attitudes in the target culture(s) and the U.S.</p> <p>4.9-10. Discuss how the roles of men and women and their occupations are changing.</p> <p>4.9-10. Describe attitudes toward money in the target culture(s).</p> <p>4.9-10. Identify practices and beliefs with regard to body hygiene.</p> <p><i>Products of Culture</i></p> <p>4.9-10. Research a cultural region of the target culture(s).</p> <p>4.9-10. Compare the contributions in sports between the target culture(s) and the U.S.</p> <p>4.9-10. Identify the architectural and city planning contributions that the target culture(s) make(s) to American society and the world.</p> <p>4.9-10. Identify and analyze the role of television in shaping attitudes and values in the target culture(s).</p> <p>4.9-10. Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open air markets, plazas, walled houses and cities, modes of transportation).</p> <p>4.9-10. Compare how artists use universal themes in the U.S. and in the target culture(s)</p> | <p><i>Practices of Culture</i></p> <p>4.11-12. Recognize and readjust behavior in response to nonverbal cues.</p> <p>4.11-12. Respond to and use humor appropriately.</p> <p>4.11-12. Interpret and explain a political cartoon, situation comedy or joke in the target culture.</p> <p>4.11-12. Identify cultural factors that affect meaning.</p> <p><i>Products of Culture</i></p> <p>4.11-12. Analyze the literature and arts that depict cultural products, practices and perspectives.</p> <p>4.11-12. Study and explain the role of different social, political, and economic institutions of the target culture.</p> <p>4.11-12. Study and analyze the cultural perspectives and practices in the films of the target culture.</p> <p>4.11-12. Gather information about sub-cultural perspectives through reading subculture texts and analyzing their art.</p> <p>4.11-12. Analyze and discuss the challenges that the target culture’s economy faces.</p> <p><i>Practices of Culture</i></p> <p>4.11-12. Self-monitor and self-evaluate language use according to audience.</p> <p>4.11-12. Rephrase or reword an utterance when it results in cultural misunderstanding.</p> <p>4.11-12. Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>4.11-12. Interpret meaning through knowledge of cultural factors</p> |

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| <p>4.K-2. in meals of the target culture. Match animals with sounds perceived by target culture (e.g., rooster said “Cocorico” in France, “Quiquiriqui” in Spain, “Cucuricul” in Sweden</p> | <p>4.3-4. of communication in the target culture(s) (e.g., directions, warnings, street sign, etc.)</p> | <p>4.5-6. bartering in Amazon rainforest, etc.) Identify how people in the target culture(s) interact with their environment (e.g., living space according to available materials, modes of transportation – metro, chivitas,, recreational space, etc.)</p> | <p>4.7-8. target culture(s) interact with their environment (e.g., living space, modes of transportation, recreational space). Identify and name forms of government and major political leaders in the target culture(s) (e.g., monarchy, social democracy, dictatorships).</p> | <p>4.9-10. (e.g., love, grief, friendship, beauty). Compare form(s) of government in the roles of the major political leaders in the target culture(s) with those of the U.S.</p> | <p>4.11-12. that effect meaning (e.g., word choice, intonation, setting, etc.) Decide when use of slang is appropriate.</p> |
| <p>4.K-2. Products of Culture</p> | <p>4.3-4. Describe tangible products of everyday living, such as housing, food and dress, (e.g., hacienda, villas, sushi, fondue, toga, lederhosen).</p> | <p>4.5-6. Interpret military/train station time (hours only) e.g., The train leaves at 22:00 – 10:00 pm).</p> | <p><i>Practices of Culture</i></p> | <p>4.9-10. Identify emigration and immigration patterns to and from target culture country.</p> | <p><i>Products of Culture</i></p> |
| <p>4.K-2. Listen and respond to stories, songs, and rhymes of the target culture(s).</p> | <p>4.3-4. Name and identify capitals and major topographical features of countries from target culture(s) on maps written in target language (e.g., on map of Chile divided in half as in Chilean classroom, identify Santiago, Anders, Alacama desert, Antarctica and Pacific Ocean).</p> | <p><i>Products of Culture</i></p> | <p>4.7-8. Identify and describe elements of subculture(s) within the target culture(s) (e.g., music genre, poems, dress, and folktales).</p> | <p><i>Practices of Culture</i></p> | <p>4.11-12. Identify and describe how artists and writers have influenced the history of the target culture (J.J. Rousseau, Voltaire, Picasso, Delacroix, Goya, Rockwell).</p> |
| <p>4.K-2. Participate in children’s games representative of the target culture(s).</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify ways of life, family structures and pastimes from written, oral, and visual texts (e.g., video clips from a Mexican or Puerto Rican quinceañera celebration).</p> | <p>4.7-8. Use appropriate etiquette in public places</p> | <p>4.9-10. Identify the perspectives and practices in regard to what causes and/or cures illness or death.</p> | <p>4.11-12. Read with understanding written materials in target language(s) (e.g., current periodicals) about social, political and economic issues pertinent to the target culture.</p> |
| <p>4.K-2. Identify and color flags and a few landmarks of the target culture(s).</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492).</p> | <p>4.7-8. Describe attitudes of general population toward police, fire and other public service institutions (e.g., public vs. private).</p> | <p>4.9-10. Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience, in target culture.</p> | <p>4.11-12. Create a video/film that reflects the cultural practices and/or perspectives of the target culture.</p> |
| <p>4.K-2. Identify artwork (visual and performing arts) as a reflection of the target culture(s).</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Astérix, Mafaldo, Zorro, etc.)</p> | <p>4.7-8. Name technology present in daily lives in target culture(s) (e.g., MINITEL, TV, radio, banks and exchanges).</p> | <p>4.9-10. Exchange opinions with classmates on social issues from the target culture.</p> | <p>4.11-12. Suggest possible solutions to the economic and environmental challenges faced by the target culture(s).</p> |
| <p>4.K-2. Dramatize simplified authentic folktales from the target culture(s).</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Recognize and/or taste/make foods and crafts from target culture(s) (e.g., crêpes, job de Dies, origami).</p> | <p>4.7-8. Compare shopping practices in the target culture(s) (e.g., bartering, bargaining, a set price).</p> | <p>4.9-10. Recognize elements of humor, irony, and satire in the target language and culture.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Create a calendar with cultural holidays.</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify and participate in sports activities and/or recess games typical of the target culture(s) (e.g., “chueca”, the sport of the Mapuches, “pomme, pêche, poire” from France, “Doña Ana” from Puerto Rico).</p> | <p>4.7-8. Identify culturally appropriate wording in formal correspondence.</p> | <p>4.9-10. Interpret and respond appropriately to nonverbal cues and body language.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Celebrate selected target culture national holiday with games, dances, songs, food, etc</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Identify utilitarian and/or esthetic objects of the target culture(s) (e.g., chopsticks, Russian dolls, boleadoras).</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify and participate in sports activities and/or recess games typical of the target culture(s) (e.g., “chueca”, the sport of the Mapuches, “pomme, pêche, poire” from France, “Doña Ana” from Puerto Rico).</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Name and explain the significance of some national and/or festivals from the culture(s) (e.g., flags, currency, commercial products, signs).</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |
| <p>4.K-2. Access target culture(s) cookbooks to make traditional holidays foods.</p> | <p>4.3-4. Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.)</p> | <p>4.5-6. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g.,, Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.)</p> | <p>4.7-8. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> | <p>4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> | <p>4.11-12. Describe the challenges that religion and religious institutions currently face in the target culture.</p> |

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| | | <p>4.5-6. Describe cultural achievements and/or symbols of the target culture(s) (e.g., Mona Lisa, Statues of Simon Bolivar, Fados of Portugal, castles, cathedrals, pyramids and fountains).</p> | <p>within a limited period of time in US history and the target culture's history.</p> <p>4.7-8. Describe the regions of the target culture(s).</p> <p>4.7-8. Compare and contrast the role of television in the target culture(s) and the US.</p> | <p>and practices that represent subculture(s) of the target culture (e.g., Creole food, Algerian clothing, reggae music).</p> <p>4.9-10. Identify the economic situation of the target culture country and its position in the global economy.</p> <p>4.9-10. Explore the role religion and religious institutions play in the target culture.</p> | |
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CONTENT STANDARD 5: Connections

Students will reinforce and expand their knowledge of other areas of study through the world language. (Interdisciplinary)

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
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| <p><i>Connecting with Other Disciplines</i></p> <p>5.K-2. On a primary map or globe, point to country/region where the target language is spoken.</p> <p>5.K-2. Identify eight colors using clothing of children and pictures.</p> <p>5.K-2. Classify selected objects by color, size and shape (e.g., small, red, triangle, etc.).</p> <p>5.K-2. Match animals with their food, homes, body parts, etc. (e.g., horse eats grass, bird lives in nest, elephant has trunk, etc.)</p> <p>5.K-2. Identify unique characteristics of self and others, such as name, age, address and telephone number.</p> <p>5.K-2. Count 0 – 31, match and identify numbers on timeline and calendar.</p> <p>5.K-2. Calculate/solve simple math problems using numbers 1 – 10.</p> <p>5.K-2. Name seven days of week in culturally correct order. Name 12 months of the year in order..</p> <p>5.K-2. Identify the four seasons, relating weather expressions to each one. Make connections between months, seasons and holidays.</p> <p>5.K-2. View authentic artifacts, works of art and illustrations in children’s literature drawn from the target culture and will use adjectives to describe what they see. (e.g., Teacher asks “What color is the llama?” _____ “brown”. “Is the flower pretty or ugly? _____”pretty”.)</p> <p>5.K-2. Identify geometric shapes in works of art and illustrations</p> | <p><i>Connecting with Other Disciplines</i></p> <p>5.3-4. Count to 100 by 1’s, 5’s, and 10’s.</p> <p>5.3-4. Count foreign currency and make simple (rounded off) conversions (e.g., 3 to 1 conversion).</p> <p>5.3-4. Tell time orally (hour and half hour).</p> <p>5.3-4. Use a thermometer to determine C° or F° scale (up to 100° F).</p> <p>5.3-4. Use a centimeter ruler to measure classroom objects and/or children in class. Explore some other measuring instruments (e.g., weigh children in kilos, measure volume, etc.)</p> <p>5.3-4. Classify foods according to colors, shapes and food groups (e.g., the orange is orange, round, fruit).</p> <p>5.3-4. Create an original work of art using shapes, sizes, and colors. Then, describe it in the target language to others. (e.g., The pine tree is a triangle. It is green.)</p> <p>5.3-4. Recognize and describe geographic features of the target country(s) (e.g., capital, big cities, rivers, mountains, oceans). Point out relative locations (e.g., the ocean is west of the capital, the equator is north, etc.)</p> <p>5.3-4. Recognize some famous figures whose native language is the target language. Make a collage to</p> | <p><i>Connecting with Other Disciplines</i></p> <p>5.5-6. Count and use numbers between 0 and 1000 to do the four operations (add, subtract, multiply and divide).</p> <p>5.5-6. Complete simple operations with fractions – half, quarter, third, eighth (e.g., $\frac{1}{4} * \frac{1}{4} = \frac{1}{2}$).</p> <p>5.5-6. Tell time orally and in writing (hour, half hour, quarter hour, minutes and military time).</p> <p>5.5-6. Count with ordinal numbers up to the “tenth one” using items from another domain (e.g., the fifth musician is Brahms, the second musician is Beethoven).</p> <p>5.5-6. Convert foreign currency of target countries, checking for accuracy with a calculator.</p> <p>5.5-6. Perform geometric functions in the target language (e.g., area, volume, etc.) and measure the distance between objects (e.g., in the solar system, between famous monuments, etc.)</p> <p>5.5-6. Convert or authentic recipe from metric measurement to standard and then make recipe for class.</p> <p>5.5-6. Create a classroom model, label it and describe with simple target language (e.g., solar system, a Roman villa, an outdoor market, an architectural landmark, etc.)</p> <p>5.5-6. Observe and record weather forecasts using authentic newspapers and/or video weather reports.</p> <p>5.5-6. Label and/or create several types of maps of target countries (e.g., political, topographical, linguistic, products, natural resources, ethnic groups etc.)</p> | <p><i>Connecting with Other Disciplines</i></p> <p>5.7-8. Tell time according to the 24-hour clock.</p> <p>5.7-8. Explore health, nutrition, and physical fitness issues of adolescents in the target culture.</p> <p>5.7-8. Use metric system to describe personal attributes/abilities (e.g., height, weight, athletic record, etc.).</p> <p><i>Connecting with Other Disciplines</i></p> <p>5.7-8. Use numbers to 1 million</p> <p>5.7-8. Observe and record weather forecasts.</p> <p>5.7-8. Connect professions with their qualifications (e.g., apprenticeships, higher education, degrees, skills and interests, etc.).</p> <p>5.7-8. Identify how music, art, and literature reflect the target culture.</p> | <p><i>Connecting with Other Disciplines</i></p> <p>5.9-10. Demonstrate ability to use large numbers in real life situations (e.g., buying a car, taking a trip, renting a house).</p> <p>5.9-10. Examine and describe unusual weather patterns (e.g., el Niño, le Mistral).</p> <p>5.9-10. Examine 20th century developments in the areas of arts, music, and literature in the target culture(s).</p> <p>5.9-10. Examine how target culture immigrants to the U.S. preserve their cultural traditions.</p> <p><i>Connecting with Other Disciplines</i></p> <p>5.9-10. Use authentic documents to compare costs of goods and services, wages/salaries, etc., in the home and target culture(s).</p> <p>5.9-10. Use a map to retrace the military campaigns/journeys of famous historical/regentary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).</p> <p>5.9-10. Give examples of social, political and economic interdependence of the home and target culture(s).</p> | <p><i>Connecting with Other Disciplines</i></p> <p>5.11-12. Use authentic documents to compare costs of goods and services, wages/salaries, etc., in the home and target culture(s).</p> <p>5.11-12. Use a map to retrace the military campaigns/journeys of famous historical/regentary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).</p> <p>5.11-12. Give examples of social, political and economic interdependence of the home and target culture(s).</p> <p><i>Connecting with Other Disciplines</i></p> <p>5.11-12. Compare/Classify information using technical vocabulary (e.g., take an advanced math class or a history course in the target language).</p> <p>5.11-12. Write a persuasive essay about a controversial issue.</p> <p>5.11-12. Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.</p> <p>5.11-12. Use target language including appropriate figures of speech and literary devices to analyze literature and explore universal themes (e.g., death, love, war, etc.).</p> <p>5.11-12. Explore and analyze how people in the target culture(s) solve societal issues (e.g.</p> |

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| <p>5.K-2.</p> | <p>from authentic children’s literature (e.g., square, triangle, circle, etc.).</p> <p>Match puzzle-type shapes and places of five or six regions or countries of target culture(s) on primary map of the world.</p> <p>Sing and dance to children’s music from target culture(s).</p> <p>Play authentic instruments of target culture(s) to explore music and rhythms.</p> <p>Dress in authentic or imitation clothing of target culture(s) in either fashion show, folkloric dance representation or dramatic program.</p> <p>Follow simple directions through total physical response for activities typical of a physical education class (e.g., jump, run in place, crab walk, etc.)</p> <p>Respond to folktales, fables and legends known to children of target culture(s).</p> <p>Identify select list of flowers, fruits and/or vegetables from target culture(s).</p> <p>Use five senses to observe environment (native and/or school setting) and will acquire simple vocabulary to describe what they are seeing, hearing, smelling, tasting and touching.</p> | <p>5.3-4.</p> <p>5.3-4.</p> <p>5.3-4.</p> | <p>include picture of person, origin, occupation and/or reason for being a celebrity.</p> <p>Explore and describe simple patterns found in music, nature, art and literature.</p> <p>Answer questions orally regarding concepts covered in content related or content based units. (e.g., the sloth lives in the canopy of the rainforest. Castles change(d) from fortresses to luxurious homes.</p> <p>Complete simple writing exercises in target language that cover main ideas of concepts covered in content related or content- based units. (e.g., The quetzal is a <u>bird</u>. “Hola” and “ola” are <u>homophones</u> (homo(oros).</p> | <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> | <p>ethnic groups, etc.)</p> <p>Recognize contemporary music of the target language (e.g., Selena, Inti Illimani, Céline Dion, etc.)</p> <p>Recognize characteristics/ style of three to five famous artists/musicians and draw or paint a picture or make music/rhythm in this style (e.g., French Impressionists, Mexican Muralists, etc.)</p> <p>Use simple social studies vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, Slavery and the Underground Railroad in the Caribbean Island, etc.)</p> <p>Recognize the style of an author or poet from the target culture(s) and retell story/poem in own words with proper sequence, typing to imitate style/rhythm.</p> <p>Design an imaginary trip to a target country (maybe planned as a group). Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may include meeting a famous person, seeing the sites, sample products of the country, etc.</p> <p>Participate in cultural market as buyer and seller of typical goods. (e.g., I need 2 kg. of rice. How much does it cost?)</p> | | | <p>solve societal issues (e.g., terrorism, welfare, unemployment, and health care).</p> |
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CONTENT STANDARD 6: Connections

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
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| <p><i>Accessing Information in the Target Language</i></p> <p>6.K-2. Through cassettes, videos, CDs, etc. listen to authentic music, folktales, fables and legends known to children of target culture.</p> <p>6.K-2. Retell a modified version of an authentic story (fable, legend and/or folktale) using multimedia sources.</p> <p>6.K-2. Watch videos of dances, children’s folkloric fashion shows and/or celebrations in the target culture in preparation for their own celebration.</p> <p>6.K-2. Receive and share information about the members of local families from the target culture(s) (e.g., native speakers in traditional costumes present with realia).</p> <p>6.K-2. Examine native crafts and either make a few simplified versions or prepare poster with pictures of crafts, using information accessed through technology and/or library.</p> | <p><i>Accessing Information in the Target Language</i></p> <p>6.3-4. Use “Key pals” from target culture(s) to exchange holiday information</p> <p>6.3-4. Research and make a typical craft of the native culture(s) (e.g., Mardi Gras or African Mask, origami, piñata, etc.)</p> <p>6.3-4. Research and create a menu of one meal (either breakfast, lunch, dinner or assorted desserts) typical of the target culture(s).</p> <p>6.3-4. Explore everyday events (e.g., school, sports, shopping) which occur in the target country(s) using multiple sources.</p> <p>6.3-4. Conduct and interview with an immigrant or exchange student from the target culture(s).</p> <p>6.3-4. Research and create a display (showcase or bulletin board) of figures (e.g., people in native costume, musical instruments, crafts, toys, children’s literature, etc.) May use pictures and text from computer technology, library and/or realia from home or teachers).</p> <p>6.3-4. Research and retell a folktale using a multimedia approach.</p> <p>6.3-4. Using Internet, newspaper, or other sources, record and graph in target language, the weather in capital city or other town of target country for 1 week.</p> | <p><i>Accessing Information in the Target Language</i></p> <p>6.5-6. Use target language sales notices to make purchases within a specific budget.</p> <p>6.5-6. Review typical current TV commercial clips and create a simplified advertisement for a product from the target culture.</p> <p>6.5-6. Listen to recordings of contemporary music from target language musicians and identify three different styles and/or musicians.</p> <p>6.5-6. Complete authentic travel document forms (e.g., passport, visa, customs form, etc.</p> <p>6.5-6. Use maps, charts, and globes in target language to identify weather/climate, patterns, natural resources, native products, modes of transportation, etc.</p> <p>6.5-6. Read and interpret authentic, fairly current schedules (e.g., TV music, train, plane, bus, etc</p> <p>6.5-6. Use the Internet to access current events in target language from Target culture(s).</p> | <p><i>Accessing Information in the Target Language</i></p> <p>6.7-8. Read a TV schedule train, train, and bus schedule from the target culture</p> <p>6.7-8. Identify jobs from American classified ads that require the target language.</p> <p>6.7-8. Use popular magazines from the target culture to identify and describe social conventions about adolescents.</p> <p>6.7-8. Use TV shows, videos, etc. to explore aesthetic concepts of the target culture.</p> <p><i>Accessing Information in the Target Language</i></p> <p>6.7-8. Plan a daily schedule based on a weather forecast.</p> <p>6.7-8. Use the Internet t access current events from the target culture.</p> <p>6.7-8. Complete an authentic job application from the target culture.</p> | <p><i>Accessing Information in the Target Language</i></p> <p>6.9-10. Research, record, and report scores of an athletic event.</p> <p>6.9-10. Use the Internet to record a log of weather conditions in the target country.</p> <p>6.9-10. Use the Internet to find employment opportunities in the target culture.</p> <p>6.9-10. Read, listen to and view works of literature and arts that describe contemporary life in the target culture.</p> <p><i>Accessing Information in the Target Language</i></p> <p>6.9-10. Access and organize information through authentic language text and media to contribute to a topic being discussed in a different class</p> <p>6.9-10. Research current weather conditions in target language countries via Internet</p> <p>6.9-10. Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</p> | <p><i>Accessing Information in the Target Language</i></p> <p>6.11-12. Read literary texts and relate them to the historical period about which or in which they were written.</p> <p>6.11-12. Research, discuss, and debate a controversial ecological issue.</p> <p>6.11-12. Locate information appropriate to assignment in text or other reference material.</p> <p><i>Accessing Information in the Target Language</i></p> <p>6.11-12. Participate in a debate in which a current event/issue is discussed from the perspective of people in the target and home cultures.</p> <p>6.11-12. Communicate (via letters, e-mail, etc.) with peers in the target country and exchange information/ideas, opinions relating to common societal issues.</p> |

CONTENT STANDARD 7: Comparison Among Languages

Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
|--|---|---|--|---|--|
| <p><i>Language Comparisons</i></p> <p>7.K-2. Compare names in English with closest equivalent in target language.</p> <p>7.K-2. Address the World language teacher appropriately in the target language using courteous language and body language, followed by addressing the classroom teacher appropriately and courteously in English.</p> <p>7.K-2. Identify and use (in greetings) titles for school personnel (e.g., Mr., Mrs., Miss for principal, librarian, etc.</p> <p>7.K-2. Answer the phone using appropriate expression in the target language (e.g., “Wer” in Chinese, “Mashi – Moshi” in Japanese, “Allô” in French, etc.)</p> <p>7.K-2. Recognize the writing system (alphabet and numbers) of the target language (e.g., kanji in Japanese, Chinese characters, Cyrillic alphabet, some differences in European languages, such as cross F’s, accents, etc.)</p> <p>7.K-2. Recognize some differences in the sound systems of the English language and target language (e.g., “n” in Spanish, “zh” in Chinese, “eu” in French).</p> <p>7.K-2. Recognize roots in two languages and compare cognates.</p> <p>7.K-2. Recognize that languages are inter-related and belong to language family(s), (e.g., Count to ten in two or three related</p> | <p><i>Language Comparisons</i></p> <p>7.3-4. Recognize sounds and short words from target language that do not exist in English (e.g., students hear “llama” pronounced in English and Spanish and they distinguish which is L1 and which is L2.)</p> <p>7.3-4. Recognize simple cognates. Identify through listening and reading which words from a list are cognates.</p> <p>7.3-4. Identify simple indicators of gender and number in target language that is different from English (e.g., in Spanish, usually male people and animals end in “o”, and female people and animals end in “a”.</p> <p>7.3-4. Compare word order in simple phrase or expression (e.g., red car, car red, beautiful Mexico, “Mexico lindo”</p> <p>7.3-4. Compare suffixes that denote simple concepts such as size, affection, beauty, etc.(e.g., “into” and “on” Spanish; “chen” in German, etc.</p> <p>7.3-4. Recognize differences in writing systems (e.g., print, symbols, syllabic, alphabets, characters, orientation of written language, and punctuation conventions (e.g., read right to left in Hebrew, use upside down exclamation points in Spanish, etc.)</p> | <p><i>Language Comparisons</i></p> <p>7.5-6. Cite and use examples of words and roots borrowed from the target language used in English and English words that are currently used in the target language. Illustrate some of these words, (e.g., rodeo, kindergarten, etc.)</p> <p>7.5-6. Compare nuances of meanings and pronunciation of cognates. Discuss false cognates and draw two different meanings (e.g., “trampa” in Spanish and “tramp” in English).</p> <p>7.5-6. Compare concept of gender in English and target language (e.g., “lion and lioness” versus “le lion et la lionne.”</p> <p>7.5-6. Compare and contrast differences and similarities in the pronunciation systems. Give examples that are more complicated than in earlier years. (e.g., “esdrújulas” in Spanish, diphthongs and triphthongs in many languages).</p> <p>7.5-6. Discuss how idiomatic expressions work in general and practice in a meaningful way. Incorporate into oral and written communication.</p> <p>7.5-6. Identify language characteristics which may or may not be present in English (e.g., formalities, levels of politeness, formal and informal language,</p> | <p><i>Language Comparisons</i></p> <p>7.7-8. Cite and use borrowed words from other languages and hypothesize why languages in general need to borrow words.</p> <p>7.7-8. Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>7.7-8. Identify the use different titles of address used in the target country and the U.S.</p> <p>7.7-8. Initiate telephone conversation and compare differences in telephone etiquette in the target and their own cultures. (e.g., state one’s identity, ask to speak to someone, ask when someone will return, state that they will call again, conclude a call).</p> <p><i>Language Comparisons</i></p> <p>7.7-8. Demonstrate how idiomatic expressions reflect culture.</p> <p>7.7-8. Generate idiomatic expressions in both the native language and the target language and discuss how idiomatic expressions work in general.</p> <p>7.7-8. Recognize that vocabulary conveys different meanings in various contexts.</p> | <p><i>Language Comparisons</i></p> <p>7.9-10. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).</p> <p>7.9-10. Demonstrate differences in writing systems.</p> <p>7.9-10. Identify idiomatic expressions appropriate to a given situation in the target language.</p> <p>7.9-10. Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>7.9-10. Recognize that vocabulary conveys different meanings in various contexts within different cultures.</p> <p>7.9-10. Recognize the existence of language varieties within cultures through dialect comparisons.</p> <p><i>Language Comparisons</i></p> <p>7.9-10. Identify idiomatic expressions appropriate to a given situation in the target language.</p> <p>7.9-10. Select and use appropriate title of address in the target language in a given situation.</p> <p>7.9-10. Identify and compare differences in telephone etiquette in the target and native languages.</p> <p>7.9-10. List and compare corresponding words with their social meanings in their particular cultures.</p> | <p><i>Language Comparisons</i></p> <p>7.11-12. Use idiomatic expressions appropriate to a given situation in the target language.</p> <p>7.11-12. Select, use, and compare appropriate terms f address between the target and native languages.</p> <p>7.11-12. Identify and compare telephone etiquette for different purposes in both target language and native language (e.g., business, school, social, etc.).</p> <p>7.11-12. Use appropriate words in a given situation to illustrate cultural differences.</p> <p>7.11-12. Compare and contrast rhetorical and oratorical techniques used in different languages.</p> <p>7.11-12. Examine various genres of literature and oral communication to hypothesize the world views of different cultures.</p> <p><i>Language Comparisons</i></p> <p>7.11-12. Identify and understand a range of linguistic and structural features in different text types.</p> <p>7.11-12. Use and explain idiomatic expressions appropriate to a given situation in the target language.</p> <p>7.11-12. Explain how various languages are interrelated in terms of word origin and text structures.</p> |

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| <p>7.K-2.</p> <p>7.K-2.</p> | <p>languages and compare). Practice writing simple words in target language (e.g., names, label for classroom objects, animals to label drawings, etc. Respond to alphabet cards in L1 and L2 identifying which are from L1 and which are from L2. Respond similarly to eight or ten flash cards from theme (e.g., animals, classroom objects) that portray both picture and word in L1 and duplicate picture with word in L2.</p> | <p>7.3-4. Recognize that letters/ characters can represent different sounds in target language and in English (e.g., Vowels, Key consonants, etc.). Read aloud simple monosyllabic and bi-syllabic words demonstrating capacity to closely reproduce sounds and comprehension of which letters/ characters represent those specific sounds.</p> | <p>7.5-6.</p> <p>7.5-6.</p> | <p>different registers of language, etc.) Illustrate proverbs and compare with equivalent translation in English (e.g., “It’s raining cats and dogs” with Spanish version, “Está lloviendo a chuzo/a cántaros”. (It’s raining spears/jarfuls). Give examples of words borrowed from one language and used in another and develop an understanding of the process of borrowing.</p> | | <p>7.11-12. Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p> |
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CONTENT STANDARD 8: Comparison Among Cultures

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
|--|---|---|--|---|--|
| <p><i>Cultural Comparisons</i></p> <p>8.K-2. Imitate common gestures of the target culture(s) (e.g., bowing, hand-shaking, kissing on cheeks, embracing, etc.) Imitate greeting and farewell behaviors appropriate to target culture(s).</p> <p>8.K-2. Recognize the similarities and differences in the representation of animal sounds in the two languages/cultures (e.g., rooster is perceived as making different sounds – in English “cock-a-doodle-doo”, in French “cocorico,” in Spanish “Quiquiriqui.”)</p> <p>8.K-2. Recognize the similarities and differences in the representation of environmental sounds in the two languages/cultures (e.g., train is perceived as “clac-clac-clac” in Spanish, “hong-long, hong-long” in Chinese and “choo-choo” in English).</p> <p>8.K-2. Celebrate a holiday or birthday according to the customs of the target culture(s) and compare simple aspects with customs of USA (e.g., a birthday party at a roller skating rink in USA versus mariachis serenading a Mexican child singing “Las Mañanitas” or piñata.)</p> <p>8.K-2. Recognize pictures of target country peers in their school</p> | <p><i>Cultural Comparisons</i></p> <p>8.3-4. Recognize selected food from target culture(s) related to holidays and seasons of the year and compare with food served in US at similar occasions (e.g., trick or treat candy for Halloween as compared to sugar skills, “calaveras de azúcar” for The Day of the Dead in Mexico).</p> <p>8.3-4. Compare songs and instruments used during holiday celebrations in target culture(s) and in US (e.g., at Christmas time, people go caroling “Parranda” in Puerto Rico using “maracas”, “guiro”, “cuatro” and guitar singing “aguinaldos” such as “Los Tres Santos Reyes” as compared to usually no instruments for carolers who sing “We Three Kings of Orient Are.” Also, climatic difference, hence, clothing difference for caroling activity.</p> <p>8.3-4. Compare weather and consequences (dress, sports, foods, houses, etc.) in a target culture city/town with Connecticut city/town. Make collage/poster of weather comparison highlighting a theme (e.g., hot weather in southern Mexico – women wear huipil/men wear light cotton shirts, pants and sandals as compared to four seasons in Connecticut with appropriate clothing).</p> | <p><i>Cultural Comparisons</i></p> <p>8.5-6. List, identify and describe with simple adjectives ten daily activities in the native and target cultures (e.g., In the US the boy/girl wakes up at 7:00 a.m. in _____ (country) the boy/ girl wakes up at _____ a.m., etc.</p> <p>8.5-6. Compare and contrast the role of selected family members in both cultures (e.g., the grandmother in USA often lives far away/the grandmother in _____ lives with the family). Present to class in target language with pictures.</p> <p>8.5-6. Compare and contrast school and family life in the target culture and the USA (e.g., extended family living under one roof or getting together every weekend, respect for parents, teachers, etc.)</p> <p>8.5-6. Illustrate/write about how birthday, Saint’s Day or “coming of age” is celebrated in both cultures (e.g., compare “quinceañera” party in Mexico with Bas Mitzvah in CT).</p> <p>8.5-6. Describe orally and in written language a holiday in US and a similar celebration in target culture explaining similarities and differences (e.g., On New Year’s eve in Spain each family member eats twelve grapes/in US people watch TV or go to parties.</p> | <p><i>Cultural Comparisons</i></p> <p>8.7-8. Describe appropriate clothing and celebration activities for different holidays/ceremonies (e.g., gifts, etc.)</p> <p>8.7-8. Choose a profession and tell about the career in both cultures.</p> <p><i>Cultural Comparisons</i></p> <p>8.7-8. Describe a leisure activity in both native and target culture using the target culture.</p> <p>8.7-8. Describe an article or outfit in modern or traditional dress using the target language.</p> <p>8.7-8. Describe a particular myth associated with a celebration in both cultures that incorporates symbolism.</p> | <p><i>Cultural Comparisons</i></p> <p>8.9-10. Compare and contrast seasons and weather conditions of the target countries.</p> <p>8.9-10. Compare and contrast the concept of “snacks” in the two cultures.</p> <p>8.9-10. Discuss the similarities and differences between one’s own culture and the target culture as represented in the media and/or literature.</p> <p><i>Cultural Comparisons</i></p> <p>8.9-10. Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p> <p>8.9-10. Identify and explain the relationship between weather and cultural activities/practices in different countries.</p> <p>8.9-10. Compare and contrast a typical “lunch” at home and in the target culture.</p> <p>8.9-10. Compare and contrast tangible products of the target cultures and their own (e.g., dress, toys, sports, equipment, etc.).</p> <p>8.9-10. Compare and contrast career choices and social roles in the target cultures and their own.</p> <p>8.9-10. Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>8.9-10. Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p> | <p><i>Cultural Comparisons</i></p> <p>8.11-12. Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p> <p>8.11-12. Identify and explain the relationship between weather and cultural activities/practices in different countries.</p> <p>8.11-12. Compare and contrast a typical “lunch” at home and in the target culture.</p> <p>8.11-12. Compare and contrast tangible products of the target cultures and their own (e.g., dress, toys, sports, equipment, etc.).</p> <p>8.11-12. Compare and contrast career choices and social roles in the target cultures and their own.</p> <p>8.11-12. Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>8.11-12. Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p> <p><i>Cultural Comparisons</i></p> <p>8.11-12. Explain the meaning of non-verbal behavior in different cultures.</p> <p>8.11-12. Identify and explain the economic impact of weather on different cultures.</p> <p>8.11-12. Discuss the relationship between cultural perspectives and practices (e.g., holiday, celebrations, work habits,</p> |

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| <p>country peers in their school or everyday clothes (e.g., school uniform in some public schools abroad versus T-shirts and blue jeans in Connecticut).</p> | <p>8.3-4. Express personal preferences in the target language regarding sports and activities of target culture(s) and of Connecticut.</p> | <p>8.5-6. Create a “mock” marketplace typical of target countries) and assign rolls to students to represent vendors and customers. Buy and sell with play target currency. Bargain and/or trade according to norms of culture. Recognize and identify inventory that is typical of target culture that would not usually be present in a US supermarket.</p> | | | <p>8.11-12. Compare and contrast various institutions in different cultures (e.g., family education, religion, health care, etc.).</p> |
| <p>8.K-2. Identify dolls, pictures and/or photos of people in traditional/folkloric clothing at the target culture(s) and compare with costumes for American traditions/folklore (e.g., costumes of Veracruz and square dancing outfits). Experience/taste fruit or deserts/pastries are native to target culture(s) and compare with fruits/desserts/pastries typical of USA (e.g., mango vs. apple/crepe vs. cookie).</p> | <p>8.3-4. Compare and contrast through Venn diagrams how selected holidays are celebrated in target culture(s) and in US (e.g., on Independence Day in both US and Chile, people eat picnics/cook-outs but, in US the menu is usually hotdogs and hamburgers, whereas in Chile people usually eat “empanadas”).</p> | <p>8.5-6. Compare and contrast beliefs regarding sickness and ____?_____ (e.g., role play US doctor attending to broken arm and Chinese acupuncturist attending to patient’s pain).</p> | | | <p>8.11-12. Identify and analyze cultural perspectives as reflected in a variety literary genres.</p> |
| <p>8.K-2. Identify toys and/or games of the target culture and compare with toys/games of children from the United States (e.g., “el trompo” and “el emboque” are toys from many Latin American countries composed to marbles, pegs or the latest fad in children’s toys).</p> | <p>8.3-4. Compare and contrast meals and eating styles/practices in the target culture(s) with North American equivalents (e.g., cheese is served before meal in US and after meal in France).</p> | <p>8.5-6. Compare and contrast folktales and animal stories in US children’s literature and authentic cultural literature in simplified language (e.g., Simple Simon and Juan Bobo/image of fox in both cultures).</p> | | | |
| <p>8.K-2. Identify pictures of houses and stores typical of target culture(s) and of Connecticut.</p> | <p>8.3-4. Plan a menu associated with two similar holidays in two cultures (e.g., cut and past pictures as a group project and present in target language).</p> | <p>8.5-6. Compare and contrast male and female heroes from both cultures and how people celebrate their heroes (e.g., equestrian statutes, legends, pictures, etc.)</p> | | | |
| <p>8.K-2. Compare two versions of a folktale/song/game/nursery rhyme through pictures and hearing text read aloud from the US and target culture. (e.g., “The Farmer in the Dell: ends in English with “the cheese stands alone” and in French with “le fromage est battu.”)</p> | <p>8.3-4. Compare and contrast dress (e.g., modern/urban and clothing for special holidays) in two cultures. Draw pictures and label in target language. Present to class.</p> | <p>8.5-6. Compare and contrast music or art from same time period/style in US and target cultures). (e.g., French Impressionists and US Impressionists).</p> | | | |
| <p></p> | <p>8.3-4. Compare and contrast work activities of people in US with similar and different occupations in target cultures (e.g., doctors and nurses in both countries; however bullfighter in Spain as compared to basketball player in US).</p> | <p>8.5-6. Compare and contrast cultural meaning of proverbs, sayings, jokes, riddles in target language/culture(s) and US. This may be carried out partly in English. (e.g., “You move your feet and you lose your seat.”/”El que se va a Sevilla/melipilla, pierde su silla”/”Celui qui va à la chasse, perd sa place.”</p> | | | |
| <p></p> | <p>8.3-4. Discuss in very simple target language, the roles of men, women, and children in their own cultures (e.g., the father works in the office; the mother sells at the market; the children go to school and help</p> | <p>8.5-6. Identify cultural activities/sports that take</p> | | | |

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| | 8.3-4. | in the market). Compare and contrast superstitions in target language/culture(s) and in USA. (e.g., bad luck on Friday 13 th or Tuesday 13 th a South American good luck brought by rabbit's foot or chimney sweep in Germany and Switzerland or Ekeko in Bolivia). | place according to seasons and compare with similar US activities/sports. (e.g., skiing takes place in both Germany and US in winter, hiking in summer activity, more prevalent in Germany than USA.) | | | |
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CONTENT STANDARD 9: Communities

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

| K-2 | 3-4 | 5-6 | 7-8 | 9-10 | 11-12 |
|--|--|---|--|---|---|
| <p><i>School and Community</i></p> <p>9.K-2. Introduce themselves in the target language to native – speaker peers in their school and community.</p> <p>9.K-2. Recognize local neighborhoods where the language is spoken (through sister school field trips, pen-pals, photographs, etc.)</p> <p>9.K-2. Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)</p> <p>9.K-2. Interact/work/play through school project (e.g., Sister Schools, Multicultural grant, etc.) with children/adults from target culture(s).</p> <p>9.K-2. Celebrate with children from community where target language is spoken (e.g., dance performance, art display etc.)</p> <p><i>Personal Enrichment</i></p> <p>9.K-2. Look at pictures/read simple text in authentic story book and/or picture dictionary.</p> <p>9.K-2. Listen to/sing/recite songs and nursery rhymes from target culture(s).</p> <p>9.K-2. Attend multicultural/international four with parents/friends and will participate in activities such as making crafts, dance, eating, etc.</p> | <p><i>School and Community</i></p> <p>9.3-4. Imitate communication in the target with native-speaking peers of the target culture (e.g., Sister School exchange, pen pals with videotaping, etc.)</p> <p>9.3-4. Visit local establishments/ social clubs owned and managed by native speakers.</p> <p>9.3-4. Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)</p> <p>9.3-4. Use community resources to explore target cultures</p> <p>9.3-4. Write to embassies/ consulates/cultural centers of target culture/countries and request cultural materials.</p> <p><i>Personal Enrichment</i></p> <p>9.3-4. Attend/participant activity in target culture festival.</p> <p>9.3-4. Attend children’s movie/theater/sports event delivered in target language with customs from target culture.</p> | <p><i>School and Community</i></p> <p>9.5-6. Identify and describe professions in the US which require proficiency in the target language studied.</p> <p>9.5-6. Develop an interview questionnaire/interview a native-speaker (preferably close to same age) in the target language.</p> <p>9.5-6. Plan an imaginary trip to a country of the language that includes itinerary, budget, transportation, etc.</p> <p>9.5-6. Use the country’s currency on the imaginary trip.</p> <p>9.5-6. Perform a story/play TV program in the target language to be presented to the community.</p> <p>9.5-6. Design/prepare thematic bulletin board/showcase display of an aspect of target language (e.g., dolls, postcards, musical instruments, etc.)</p> <p>9.5-6. Prepare article for school newspaper in target language about cultural aspects of target countries.</p> <p>9.5-6. Exchange information about school, town and state with foreign pen pals or pen pals from Sister School in state where target language is spoken.</p> <p>9.5-6. Take on identity of famous native speaker and present to class.</p> | <p><i>School and Community</i></p> <p>9.7-8. Observe, take notes, and write a summary of an interview with a speaker of the target language.</p> <p><i>Personal Enrichment</i></p> <p>9.7-8. Compare cost of previous year’s imaginary travel to cost of same travel in current year.</p> <p>9.7-8. Exchange information with foreign pen-pal on topics of personal interest, community interests, and world concerns.</p> <p>9.7-8. Participate in a language immersion experience (e.g., language, camp, travel).</p> <p><i>School and Community</i></p> <p>9.7-8. Establish and maintain communication with peers in the target culture.</p> <p><i>Personal Enrichment</i></p> <p>9.7-8. Watch and listen to TV or radio broadcasts in the language studied.</p> <p>9.7-8. Attend at least two plays, concerts, or cultural celebrations.</p> | <p><i>School and Community</i></p> <p>9.9-10. Write to international corporations requesting information on job qualifications that include a second language.</p> <p>9.9-10. Compile a list of local part-time positions that have a need for proficiency in the target language.</p> <p>9.9-10. Re-enact famous target culture tales and stories for younger students.</p> <p><i>Personal Enrichment</i></p> <p>9.9-10. Write or give a review of a cultural event/performance attended.</p> <p>9.9-10. Explore international shopping market on the Internet.</p> <p>9.9-10. Explore opportunities to live and study in a target language culture.</p> <p><i>School and Community</i></p> <p>9.9-10. Use target language to request information about employment and career opportunities for bilingual speakers.</p> <p>9.9-10. Read and discuss articles in the target language on the global market</p> <p>9.9-10. Host a native speaker of the target language</p> <p>9.9-10. Exhibit familiarity with stock and bond markets of the target country.</p> <p>9.9-10. Teach some of the target language to peers or younger children.</p> <p>9.9-10. Familiarize native speaker of the</p> | <p><i>School and Community</i></p> <p>9.11-12. Develop a resume in the target language studied.</p> <p>9.11-12. Gather statistics on import/export of U.S. products and products from countries of the language studied.</p> <p>9.11-12. Analyze potential stock or bond investments.</p> <p>9.11-12. Familiarize a native-speaker of the target language with the community at large.</p> <p><i>Personal Enrichment</i></p> <p>9.11-12. Create a portfolio showing involvement in at least 20 leisure activities where the language studied was heard, read, or spoken by the student.</p> <p>9.11-12. Continue exploring an area of interest on the Internet (chat lines, etc.).</p> <p>9.11-12. Bookmark Internet sources in area of interest.</p> <p><i>School and Community</i></p> <p>9.11-12. Write a cover letter and resume in the target language and mail them to possible employers.</p> <p>9.11-12. Post resume on international Internet.</p> <p>9.11-12. Analyze the impact of statistics gathered relative to the global economy.</p> <p>9.11-12. “Chat” on the Internet.</p> <p>9.11-12. Do volunteer work in the community using the target language.</p> <p><i>Personal Enrichment</i></p> |

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| | | <p><i>Personal Enrichment</i></p> <p>9.5-6. Collect and read advertisements of products/video clips from target language/culture(s).</p> <p>9.5-6. Explore cultural components of the Internet.</p> <p>9.5-6. Go with family to ethnic restaurants with menus in target language and speak to waiter in target language.</p> <p>9.5-6. Travel (true or vicarious trip) with family on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display</p> | | <p>target language with the school community in the target language.</p> <p><i>Personal Enrichment</i></p> <p>9.9-10. Create a portfolio showing involvement in at least 10 leisure activities where the target language was heard/ read/spoken by the student.</p> <p>9.9-10. Explore an area of interest on the Internet.</p> | <p>9.11-12. Create a portfolio showing involvement in at least 25 leisure activities where the language studied was heard, read and spoken by the student.</p> <p>9.11-12. Create a web page in the target language for the school's web site.</p> |
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