

Groveport Madison Local School District
Foreign Language III Content Standards
Planning Sheets

Standard: Communication: Communicate in languages other than English

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

Standard: Communication: Communicate in languages other than English	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
A. Interact using extended spoken, signed or written communication by providing and obtaining information.				
1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.			✓	✓
B. Express a wide range of feelings and emotions, and discuss and support opinions.				
2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, or school issues).			✓	✓
3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.	✓	✓	✓	✓
C. Use a wide range of strategies to negotiate meaning.				
4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).			✓	✓
D. Give and follow a series of complex directions.				
5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).			✓	✓
E. Interact in a wide range of situations using culturally authentic language and gestures.				
6. Use appropriate language and gestures in a wide range of culturally authentic social context (e.g., giving driving directions, expressing apologies, offering advice).			✓	✓
F. Follow complex oral, signed or written directions and requests.				
7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).			✓	✓
G. Use a variety of reading and listening strategies to derive meaning from texts.				
8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	✓	✓	✓	✓
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.				
9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).	✓	✓	✓	✓
10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).	✓	✓	✓	✓

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**1st
9 wks**

**2nd
9 wks**

**3rd
9wks**

**4th
9 wks**

I. Create presentations on a range of original or authentic expressive products.				
11. Present an age-appropriate song, story or poem from the target language culture.				✓
12. Perform scenes from literature studied.				
J. Present information and ideas on a range topics.				
13. Debate a current or historical issue (e.g., right to vote, slavery).				
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.				
14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, or publishing).	✓	✓	✓	✓

Groveport Madison Local School District

Foreign Language III Content Standards

Planning Sheets

Standard: Communities: Participate in multilingual communities and cultures at home and a round the world.

1st	2nd	3rd	4th
9 wks	9 wks	9wks	9 wks

A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.				
1. Participate in a community and/or school service project (e.g., tutoring, teaching, translation/interpreting, assisting speakers of other languages.				
B. Perform original or authentic works for a school or community event.				
2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).				
C. Sustain communication with people locally and around the world.				
3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.				
D. Report information about and personal reactions to various products, media and services of the target culture.				
4. Explore the opportunity to host individuals from a target language country and report findings to others.	✓	✓	✓	✓
5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.	✓	✓	✓	✓
6. Contact target culture organizations, embassy, youth hostel associates), to obtain information of personal interest through a variety of means (e.g., video conference, web inquiries, letters) and report findings to others.			✓	
E. Attend, participate in or view target culture events and describe to others.				
7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.		✓	✓	✓
F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.				
8. Prepare documents (e.g., application for job, visa passport; résumé) necessary to obtain a job, internship or volunteer position in the target language country.				
9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.				
G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.				
10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).			✓	

Groveport Madison Local School District
Foreign Language III Content Standards
Planning Sheets

Standard: Comparisons: Develop insight into the nature of language and culture.

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

A. Analyze and discuss linguistic structures and conventions of the target language and English.	1st	2nd	3rd	4th
1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).	✓	✓	✓	✓
B. Analyze and explain how the target language and English express meaning through variations in style.				
2. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjective versus simple indicative).	✓	✓	✓	✓
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.				
3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy).	✓	✓	✓	✓
4. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).	✓	✓	✓	✓
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.				
5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).	✓	✓	✓	✓

Groveport Madison Local School District
Foreign Language III Content Standards
Planning Sheets

Standard: Connections: Connect with other disciplines and acquire information

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

A. Investigate analyze and present concepts from across disciplines.				
1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).	✓	✓	✓	✓
2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).	✓	✓	✓	✓
3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).	✓	✓	✓	✓
B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.				
4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, or political campaigns) using authentic target language resources.	✓	✓	✓	✓
5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.	✓	✓	✓	✓
6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.	✓	✓	✓	✓

Groveport Madison Local School District
Foreign Language III Content Standards
Planning Sheets

Standard: Cultures: Gain knowledge and understanding of other cultures.

1st **2nd** **3rd** **4th**
9 wks **9 wks** **9wks** **9 wks**

Standard: Cultures: Gain knowledge and understanding of other cultures.	1st	2nd	3rd	4th
	9 wks	9 wks	9wks	9 wks
A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.				
1. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).	✓	✓	✓	✓
2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.	✓	✓	✓	✓
B. Participate in and discuss a wide variety of cultural practices.				
3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).	✓	✓	✓	✓
C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.				
4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).	✓	✓	✓	✓
5. Examine media from the target culture to determine social, political and economic trends.	✓	✓	✓	✓
D. Analyze, discuss and report on significant contributions from the target culture.				
6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.	✓	✓	✓	✓

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Standard: Communication: Communicate in languages other than English	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
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1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.			✓	✓
B. Express a wide range of feelings and emotions, and discuss and support opinions.				
2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, or school issues).			✓	✓
3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.	✓	✓	✓	✓
C. Use a wide range of strategies to negotiate meaning.				
4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).			✓	✓
D. Give and follow a series of complex directions.				
5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).			✓	✓
E. Interact in a wide range of situations using culturally authentic language and gestures.				
6. Use appropriate language and gestures in a wide range of culturally authentic social context (e.g., giving driving directions, expressing apologies, offering advice).			✓	✓
F. Follow complex oral, signed or written directions and requests.				
7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).			✓	✓
G. Use a variety of reading and listening strategies to derive meaning from texts.				
8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	✓	✓	✓	✓
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.				
9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).	✓	✓	✓	✓
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J. Present information and ideas on a range topics.				
13. Debate a current or historical issue (e.g., right to vote, slavery).				
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.				
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C. Sustain communication with people locally and around the world.				
3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.				
D. Report information about and personal reactions to various products, media and services of the target culture.				
4. Explore the opportunity to host individuals from a target language country and report findings to others.	✓	✓	✓	✓
5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.	✓	✓	✓	✓
6. Contact target culture organizations, embassy, youth hostel associates), to obtain information of personal interest through a variety of means (e.g., video conference, web inquiries, letters) and report findings to others.			✓	
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4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, or political campaigns) using authentic target language resources.	✓	✓	✓	✓
5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.	✓	✓	✓	✓
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4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).	✓	✓	✓	✓
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