

**Foreign Language I
Third Nine Weeks**

Communication in languages other than English

- A 1.** Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).
- B 2.** Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.
- C 3.** Clarify meaning (e.g., paraphrasing, questioning).
- E 5.** Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).
- F 6.** Follow directions, instruction and requests (e.g., recipes travel directions, prompts on ATMs).
- G 7.** Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.
- H 8.** Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos currency) and give personal reactions.
- H 9.** Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).
- I 10.** Create and present a narrative (e.g., current events, personal experiences, school happenings).
- J 11.** Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.
- J 12.** Prepare and deliver a summary of characters and plot in selected pieces of literature. **SMART GOAL**
- K 13.** Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, and publishing)

Communities: Participation in multilingual communities and cultures at home and around the world

- A 1.** Present information about the target language and culture to others (e.g., celebrations, holidays, and the arts)

Comparisons: Develop insight into the nature of language and culture

- A 1.** Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender)
- B 2.** Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).
- C 3.** Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).
- C 4.** Investigate and compare how people meet basic needs (e.g., food, clothing, shelter)
- D 7.** Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school)

acquire information

- A 1.** Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena).
- A 2.** Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, and geographical terms.)
- B 4.** Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.

Cultures: Gain knowledge and understanding of other cultures

- A 1.** Investigate and report on cultural events (e.g., rites of passage).
- B 2.** Participate in age-appropriate cultural practices (e.g., music, dance, drama)
- B 3.** Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings)
- C 4.** Identify and explain cultural and literary elements of a variety of texts. **SMART GOAL**
- C 5.** Explain objects, images and symbols of the target culture (e.g., manekineko-Japanese cat of happiness and good fortune; Chinese dragon; guyabera-Mexican short sleeved man's shirt; hijab-Arab female head covering; kafeeyah-Arab male head covering).
- D 6.** Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture (e.g., handicrafts commercial goods) on the global community and/or target culture. **SMART GOAL**
- D 7.** Discuss the contributions of famous people from the target culture.

Connections: Connect with other Disciplines and