

Foreign Language I Fourth Nine Weeks

Standard: Communication: Communicate in languages other than English.
A1. 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).
B2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.
C3. Clarify meaning (e.g., paraphrasing, questioning).
D4. Give and follow directions, instructions and requests (e.g., installing software, dance steps).
E5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).
F6. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).
G7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.
H8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.
H9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a move, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).
I10. Create and present a narrative (e.g., current events, personal experiences, school happenings).
J11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.
J12. Prepare and deliver a summary of characters and plot in selected pieces of literature.
K13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, and publishing).

Standard: Communities: Participate in multilingual communities and cultures at home and around the world.
A1. Present information about the target language and culture to others (e.g., celebrations, holidays, and the arts).
D5. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students; interests, climate)
E8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holidays and family celebrations) and describe to others.

Standard: Comparisons: Develop insight into the nature of language and culture.
A1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).
B2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).
C3. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).
C4. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).
D7. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).

Standard: Connections: Connect with other disciplines and acquire information
A1. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena).
A2. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, and geographical terms).
B4. 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.

Standard: Cultures: Gain knowledge and understanding of other cultures.
A1. Investigate and report on cultural events (e.g., rites of passage).
B2. Participate in age-appropriate cultural practices (e.g., music, dance, drama).
B3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).
C4. Identify and explain cultural and literary elements of a variety of texts.
C5. Explain objects, images and symbols of the target culture (e.g., manekineko-Japanese cat of happiness and good fortune; Chinese dragon; guayabera-Mexican short sleeved man's shirt; hijab-Arab female head covering; kafeeyah-Arab male head covering).
D6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture.
D7. Discuss the contributions of famous people from the target culture.