

Foreign Language II
Third Nine Weeks

Communication in languages other than English

- A 1.** Discuss current events and issues (e.g., immigration, environmental concerns).
- A 2.** Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).
- B 3.** Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports)
- C 4.** Clarify meaning (e.g., elaboration, questions).
- D 5.** Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).
- E 6.** Use appropriate language and gestures in culturally authentic social context (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).
- F 7.** Follow directions, instructions and requests (e.g., using voice mail, travel options)
- G 8.** Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.
- H 9.** Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events)
- I 11.** Present an age-appropriate song, story or poem from the target language culture.
- J 13.** Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job) **SMART GOAL**
- K 14.** Apply age-appropriate writing process strategies (prewriting, drafting, revisiting, editing, and publishing).

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

- C 4.** Establish and maintain personal communications links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspective on world events.
- D 6.** Use media (e.g., print media, movies, TV Internet) in the target language for enjoyment and give a review to others.
- E 8.** Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holidays and family celebrations) and describe to others.
- F 10.** Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement)

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., Subjunctive, idiomatic expressions, word order, use or omission of subject pronouns)
- B 2.** Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa. There are Moors on the coast.= The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening.= The walls have ears.; Revenons aux moutons./Let's get back to work).

Cultures: Gain knowledge and understanding of other cultures

- B 3.** Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).
- C 4.** Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, owner dining table, lararium, lederhosen).
- D 6.** Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).