

Foreign Language II Fourth Nine Weeks

Standard: Communication: Communicate in languages other than English
A1. Discuss current events and issues (e.g., immigration, environmental concerns).
A2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).
B3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).
B4. Clarify meaning (e.g., elaboration, questioning).
D5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).
E6. 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).
F7. Follow directions, instructions and requests (e.g., using voice mail, travel options).
G8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.
H9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).
H10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).
I11. Present an age-appropriate song, story or poem from the target language culture.
J12. Write and present a speech on a cultural or historic topic, or on a personal experience.
J13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).
K14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, and publishing).

Standard: Communities: Participate in multilingual communities and cultures at home and a round the world.
B3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).
C4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.
D6. Use media (e.g., print media, movies, TV Internet) in the target language for enjoyment and give a review to others.
E8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holidays and family celebrations) and describe to others.
F10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).

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., Subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).
B2. 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 the sheep.=Let's get back to work).

Standard: Connections: Connect with other disciplines and acquire information
B4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts..

Standard: Cultures: Gain knowledge and understanding of other cultures.
D5. Explain the contributions of the target culture in literature and the fine arts.
D6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).