

**Communication: Communicate in languages other than English**

- A 1.** Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.
- B 2.** Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, or school issues).
- B 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 4.** Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).
- D 5.** Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).
- E 6.** Use appropriate language and gestures in a wide range or culturally authentic social context (e.g., giving driving directions, expressing apologies, offering advice).
- F 7.** Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).
- G 8.** Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.
- H 9.** Analyze content from several sources (e.g., newspapers, magazines, internet) dealing with a single issue (e.g., military conflicts, pollution)
- H 10.** Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).
- K 14.** Apply age- appropriate writing process strategies (prewriting, drafting, revising, editing, or publishing).

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

- D4.** Explore the opportunity to host individuals from a target language country and report findings to others.
- D 5.** Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.
- D 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 finding to others.
- E 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.
- G 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).

**Comparisons: Develop insight into the nature of language and culture**

- A 1.** Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).
- B 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 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).
- C 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 5.** Compare the ways people in the target culture and students' own culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).

**Connections: Connect with other disciplines and acquire information**

- A 1.** Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).
- A 2.** Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, and nutrition.)
- A 3.** Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchu, Goethe, Cousteau, Catullus, Ibn Haldun).
- B 4.** Analyze a social, economic, environment or political issue (e.g., corporal punishment, divorce, pollution, or political campaigns) using authentic target language resources.
- B 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.
- B 6.** Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.

**Cultures: Gain knowledge and understanding of other cultures**

- A 1.** Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).
- A 2.** Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.
- B 3.** Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).
- C 4.** Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).
- C 5.** Examine media from the target culture to determine social, political and economic trends.
- D 6.** Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of target culture.