

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

- A 1.** Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.
- B 2.** 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.
- B 3.** Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.
- C 4.** Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).
- D 5.** Give and follow complex directions, instructions and requests (e.g., filling out job applications, renting and apartment).
- E 6.** Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures (e.g., family gathering, job interview, recitation),
- F 7.** Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly.)
- G 8.** Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.
- H 9.** Present and support an opinion using information from articles, documentaries or historical narratives.
- I 11.** Create and present a wide range of personal, historical and cultural texts (e.g., skits, monologues, plays, reports, slide shows, digital videos, CD-ROMS).
- J 12.** Present analyses and personal reactions to authentic written texts.
- 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**

- B 3.** Present original written and illustrate stories to others.
- D 6.** Report or interactions (e.g., teleconferencing, fact –to-face meeting, instant messaging) with target language speakers related to common interests (e.g., teaching each other dances or songs, sharing recipes, comparing strategies for electronic games or simulations). **Randomly**
- D 7.** Discuss with others oral, print and visual texts from a variety of means (e.g., Web inquiry, letter, videoconference) and report findings to others.
- G 12.** Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.

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

- A 1.** Analyze and discuss etymological roots of English words from the target culture (e.g., Latin porto (carry) leads to transport, portable, porter, port).
- B 2.** Analyze literary allusions that represent a cultural awareness of the target language and English (e.g., quixotic, seize the day, waiting for Godot, Murasaki Shikibu, Don Juan). **Randomly**
- C 3.** Compare and contrast graphs and statistical information on various topics (e.g., population, income) about the target culture with similar information about the U.S. **Randomly**
- C 4.** Analyze how the media presents political or historical events in the target culture and in the students' own culture. **Randomly**
- D 5.** Analyze unique differences between the target culture and students' own culture and explain the reasons for such differences (e.g., driving habits, use of eating utensils).
- D 6.** Explain how actions in the target culture and student's own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside),

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

- A 1.** Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., indigenous peoples, rural versus urban communities, social classes). **Randomly**
- A 2.** Analyze how people in the target culture view the role of the United States in the world. **Randomly**
- A 4.** Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, or terrain).
- B 5.** Identify and simulate regionalisms of the target culture (e.g., dress/costumes, foods homes) and language (e.g., vocabulary, expressions, and pronunciation/dialect).
- C 6.** Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time. **Randomly**
- C 7.** Identify, discuss and analyze social, economic and political intangible products of the target language culture (e.g., conversion to the Euro, limited versus universal suffrage). **Randomly**
- C 8.** Experience, discuss and analyze selections from various literary genres and the fine arts of the target culture.