

Communication in languages other than English

A 1. 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).

C 3. Clarify meaning (e.g., paraphrasing, questioning).

E 5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).

F 6. Follow directions, instruction and requests (e.g., recipes travel directions, prompts on ATMs).

G 7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.

H 8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos currency) and give personal reactions.

J 11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.

J 12. Prepare and deliver a summary of characters and plot in selected pieces of literature.

K 13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, and publishing)

communities and cultures at home and around the world

A 1. Present information about the target language and culture to others (e.g., celebrations, holidays, and the arts)

F 9. Explore and obtain information about careers that require linguistic and cultural proficiency.

F 10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.

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., past tense, cognates, gender)

B 2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).

C 3. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).

D 7. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school)

B 2. Participate in age-appropriate cultural practices (e.g., music, dance, drama)

B 3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings)

C 4. Identify and explain cultural and literary elements of a variety of texts.

C 5. 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).

D 6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture (e.g., handicrafts commercial goods) on the global community and/or target culture.

D 7. Discuss the contributions of famous people from the target culture.

Communities: Participation in multilingual

Cultures: Gain knowledge and understanding of other cultures