

Groveport Madison Local School District
Tenth Grade Foreign Language Content Standards
Planning Sheets

Standard: Communication: Communicate in languages other than English

1st **2nd** **3rd** **4th**
9 wks **9 wks** **9wks** **9 wks**

Standard: Communication: Communicate in languages other than English	1st	2nd	3rd	4th
	9 wks	9 wks	9wks	9 wks
A. Interact using extended spoken, signed or written communication by providing and obtaining information.				
1. Discuss current events and issues (e.g., immigration, environmental concerns).		✓	✓	✓
2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).			✓	✓
B. Express a wide range of feelings and emotions, and discuss and support opinions.				
3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).		✓	✓	✓
C. Use a wide range of strategies to negotiate meaning.				
4. Clarify meaning (e.g., elaboration, questioning).	✓	✓	✓	✓
D. Give and follow a series of complex directions.				
5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).			✓	✓
E. Interact in a wide range of situations using culturally authentic language and gestures.				
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. Follow complex oral, signed or written directions and requests.				
7. Follow directions, instructions and requests (e.g., using voice mail, travel options).	✓	✓	✓	✓
G. Use a variety of reading and listening strategies to derive meaning from texts.				
8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.	✓	✓	✓	✓
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.				
9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).	✓	✓	✓	✓
10. Relate the main them/idea of one literary selection to another (e.g., short narratives, illustrated stories).				✓
I. Create presentations on a range of original or authentic expressive products.				
11. Present an age-appropriate song, story or poem from the target language culture.			✓	✓

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J. Present information and ideas on a range of topics.				
12. Write and present a speech on a cultural or historic topic, or on a personal experience.				✓
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. Apply age-appropriate writing process strategies to produce a variety of documents for publications.				
14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, and publishing).			✓	✓

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Standard: Communities: Participate in multilingual communities and cultures at home and a round the world.

**1st
9 wks**

**2nd
9 wks**

**3rd
9wks**

**4th
9 wks**

A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.				
1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).				
2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).				
B. Perform original or authentic works for a school or community event.				
3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).				✓
C. Sustain communication with people locally and around the world.				
4. 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.	✓	✓	✓	✓
D. Report information about and personal reactions to various products, media and services of the target culture.				
5. Explore target culture communities and share information on and reactions to, areas of personal interest with others (e.g., journaling, charting, and photo essay).				
6. Use media (e.g., print media, movies, TV Internet) in the target language for enjoyment and give a review to others.	✓	✓	✓	✓
7. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.				
E. Attend, participate in or view target culture events and describe to others.				
8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holidays and family celebrations) and describe to others.		✓	✓	✓

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F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.				
9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.				
10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).	✓	✓	✓	✓
G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.				
11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).				

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Standard: Comparisons: Develop insight into the nature of language and culture.

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A. Analyze and discuss linguistic structures and conventions of the target language and English.				
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. Analyze and explain how the target language and English express meaning through variations in style.				
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 the sheep.=Let's get back to work).	✓	✓	✓	✓
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.				
3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.				
4. Compare and contrast availability and affordability of products and services (e.g., cell phone, cars, cable TV) in the target culture and students' own culture.		randomly		
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.				
5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.		randomly		

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Standard: Connections: Connect with other disciplines and acquire information

1st
9 wks

2nd
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A. Investigate analyze and present concepts from across disciplines.				
1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).	✓			
2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).		✓		
B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.				
3. Examine how cultural institutions have changed over time (e.g., family, education, government).		Level 1		
4. 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..				✓

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Standard: Cultures: Gain knowledge and understanding of other cultures.

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A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.				
1. Analyze and discuss behavior patterns of peers in the target culture.				
B. Participate in and discuss a wide variety of cultural practices.				
2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).	Level 1			
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. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.				
4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).			✓	
D. Analyze, discuss and report on significant contributions from the target culture.				
5. Explain the contributions of the target culture in literature and the fine arts.				✓
6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).	✓	✓	✓	✓