



**BROOKFIELD PUBLIC
SCHOOLS**

**WORLD LANGUAGE
FRAMEWORK**

MAY 2010



WORLD LANGUAGE PHILOSOPHY

The Brookfield Public Schools World Languages Department believes all students have the potential for proficiency in another language and benefit from language instruction. Every student should begin language study as early as possible. The primary objective of the World Language Program is to give students the skills necessary to communicate through the development of linguistic proficiency and cultural sensitivity through an interdisciplinary approach of the curriculum. The benefits of studying a second language include the ability to communicate with a greater number of people, an enhanced understanding of another culture, improved academic performance, and increased career opportunities. The study of another language leads to critical thinking skills that enhance one's ability to analyze, compare, contrast, synthesize, improvise, and examine cultures through a language and a perspective other than one's own. We hope that our students will continue to use their language skills to gain deeper cultural understanding and appreciation throughout their lives.

WORLD LANGUAGE PROGRAM GOALS

The World Language program is based upon the 2005 Connecticut World Language Curriculum Framework, the National Standards for Foreign Language Learning in the 21st Century, and the ACTFL Performance Guidelines for K-12 Learners. These documents provide the outline for development of essential concepts and skills in the World Languages Program. The cornerstone for language learning is based on the premise that **the goal for all students is to learn how, when and why to say what to whom.**¹

Students will:

- Communicate effectively in at least one language other than English
 - Understand what others are communicating in another language
 - Present information, concepts and ideas in another language in a way that is understood
 - Understand the cultures who share another language in order to communicate effectively and function appropriately in another culture
 - Use the understanding of another language and culture to reinforce and expand knowledge of other disciplines and vice versa
 - Use the understanding of another language and culture to deepen understanding of that language and culture and to access and use information that would otherwise be unavailable
 - Demonstrate an understanding of the similarities, differences, and interactions across languages and cultures
 - Use knowledge of language and culture to enrich one's life and broaden opportunities
- ¹Standards for Foreign Language Learning: Preparing for the 21st Century. (1995) Yonkers, NY: American Council on the Teaching of Foreign Languages.

WORLD LANGUAGE HALLMARKS OF BEST PRACTICE

- The target language is used extensively and students are encouraged use the target language.
- Thematic units are organized around situations and scenarios that can be applied to real life.
- The textbook is used as a tool, not a curriculum.
- A variety of print and non-print materials including authentic materials are used.
- Technology resources are used to assist in language learning and practice.
- The World Language is used to learn subject matter.
- Grades are based on performance and production of materials as well as pencil and paper tests.
- Instruction is based on meaningful use of the language for real communicative purposes and what the students can do with the language.
- Error correction focuses on discrete language points during activities and indirect correction is used when communication is the focus.
- Language instruction is integrated with other disciplines.
- Language instruction integrates language and culture. Culture is viewed as an inseparable entity from language teaching.
- The teacher is viewed as facilitator who takes into consideration students' learning styles while fostering communicative usage.
- Teachers use their role as facilitator to help students become more independent learners and problem solvers by increasing their repertoire of strategies.
- The learner is viewed as a performer, an initiator, and a user of language to acquire knowledge.
- Instruction is delivered in a student-centered curriculum - based on inquiry, problem solving and application of concepts.
- Students are enabled to develop positive attitudes toward cultural diversity.

WORLD LANGUAGE ESSENTIAL UNDERSTANDINGS

In at least one language other than English:

1. *Interpersonal communication - Conversation:* Students will engage in conversation provide and obtain information, express feelings and exchange opinions in a language other than their own.
2. *Interpretive communication – Listening and Reading:* Students will understand and interpret a language other than their own in its spoken and written form on a variety of topics.
3. *Presentational communication – Speaking and Writing:* Students will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.
4. *Cultures - Practices:* Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Cultures – Products: Students will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
5. *Interdisciplinary Connections:* Students will reinforce and expand their knowledge of other areas of study through a language other than English.
6. *Intradisciplinary Connections:* Students will acquire and recognize the distinctive viewpoints that are available only through a language and its cultures.
7. *Comparisons Among Language:* Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
8. *Comparisons Among Cultures:* Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.
9. *Communities:* Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

WORLD LANGUAGE ESSENTIAL QUESTIONS

1. How can I express myself and share the same information with others in Spanish?
2. How do I understand what I hear and what I read?
3. How are languages structured? How does our ability to communicate depend upon non-verbal as well as verbal signals and expressions?
4. How can I develop my understanding and appreciation of the Hispanic world? Are words alone sufficient for communication?
5. How can the study of a world language enhance your knowledge of other subjects?
6. What can you read about in your world language that you would not be exposed to in your native language?
7. How can I develop my understanding of the nature of language?
8. How does studying another culture make an individual understand and appreciate his/her own?
9. Where can you use the language other than in the classroom?

WORLD LANGUAGE CONTENT STANDARDS

In at least one language other than English:

Standard 1: Communication (Interpersonal Mode)

Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Standard 2: Communication (Interpretive Mode)

Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Communication (Presentational Mode)

Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Standard 4:

Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.

Standard 5:

Students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.

Standard 6:

Students will acquire and use information from a variety of sources only available in the world language.

Standard 7:

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Standard 8:

Students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Standard 9:

Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

ESSENTIAL UNDERSTANDING 1: INTERPERSONAL COMMUNICATION

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
<p>Greet and respond to simple greetings and farewells, match time of day (morning, afternoon, evening) with pictured activity.</p> <p>Perform simple commands, (e.g., sit down, stand up, line up, get your pencil, open your books, etc.)</p> <p>Identify necessity and need with courtesy phrases, (e.g., bathroom please, pencil sharpener please, thank you).</p> <p>Name the days of the week and identify them on a calendar.</p> <p>Express and identify feelings, match feeling with picture and ask classmates how they feel, (e.g., I'm happy, I'm sad, I'm fine, I'm sick).</p> <p>Introduce and describe themselves, family members and pets, (e.g., me, my sister, my brother, my mother, my father, my grandfather, my grandmother and my pets).</p> <p>Respond to simple questions about themselves and surroundings (e.g., weather, places in city, beach, zoo, etc.).</p> <p>Identify dates, (months, days and numbers), tell birthdays and</p>	<p>Give time framework (hour, day, month, today, yesterday, tomorrow) for when activities are performed (go to school, go to church, sports, camp, meals).</p> <p>Describe daily routines</p> <p>Give simple commands or instructions to classmates and teacher, (e.g., stand up, sit down, come here, raise your hand please, write your name)</p> <p>Describe favorite pastimes (sports and hobbies).</p> <p>Ask and state location of places and things, (e.g., "Where is the zoo? The zoo is near the park.")</p> <p>Expand conversational ability based on new information (e.g., climate, seasons, school schedules, etc.)</p> <p>Discuss with a partner or group details to make plans for common activities.</p> <p>Talk with others about personal activities (e.g., school, home, sports, etc.)</p> <p>Acquire goods and services through basic conversational skills</p>	<p>Orally express own thoughts, ideas, opinions and emotions (e.g., express approval, disapproval, wants, preferences, ask and answer what one likes best, give and respond to compliments).</p> <p>Describe themselves, a best friend, a favorite celebrity, etc. with detail.</p> <p>Demonstrate an awareness of dialects and regional variations.</p> <p>Describe a conflict/present a solution</p> <p>Use transitional words or phrases to sustain conversations (e.g., "vamos a ver," "pues," "eh bien").</p> <p>Restate facts from an oral interview.</p> <p>Obtain information on another's thoughts and opinions (e.g., environmental issue).</p> <p>Respond to a series of instructions that involve interrelated tasks (e.g., how to make a milkshake, cook, etc.)</p> <p>Take part in longer exchanges with others using more interrogation</p>	<p>Relate a story of a sequence of pictures</p> <p>Expand on idioms (e.g., "I know it like the back of my hand.")</p> <p>Initiate and maintain discussions where some responses may be unpredictable (e.g., scenarios)</p> <p>Express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences</p> <p>Engage in conversations on a variety of topics</p> <p>Interpret information presented visually (through art, drama, etc.)</p> <p>Analyze and critique social and political events, music, literary, or artistic performances, etc.</p> <p>Discuss both sides of an issue</p> <p>Tell others how to accomplish a given task</p> <p>Obtain information on another's thoughts and opinions (e.g., current</p>	<p>Defend position on given social topic.</p> <p>Preview video without sound and write own dialog.</p> <p>Debate the value of specific cultural traditions</p> <p>Relate the sequence of a movie video without the sound.</p> <p>Continue to expand on idioms (e.g., "I know it like the back of my hand.")</p> <p>Participate in an interview (e.g., with a guest speaker, local celebrity, etc.)</p> <p>Continue to initiate and maintain discussions where some responses may be unpredictable (e.g., scenarios)</p> <p>Continue to express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.</p> <p>Engage in more conversations on a variety of topics.</p> <p>Interpret information presented visually (through art, drama, etc.)</p>	<p>Sequence any item presented visually.</p> <p>Teach others to accomplish a given task</p> <p>Evaluate, analyze and critique social and political events, music, literary, or artistic performances, etc.</p> <p>Debate both sides of an issue.</p> <p>Discuss information presented visually.</p> <p>Discuss advantages and disadvantages of an idea or proposed course of action (e.g., the year-round school, raising the age for getting a driver's license to 18)</p> <p>Express with detail own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.</p> <p>Engage in extended conversations on a variety of topics.</p> <p>Continue to initiate and maintain discussions where some responses</p>

<p>ages.</p> <p>List favorite pastimes (sports and hobbies).</p> <p>Ask and respond in simple conversations to questions about peers and teachers. (e.g., How are you? Where do you live? What time do you eat lunch? How many in your family do you have?)</p> <p>Identify and describe themselves and members of immediate and extended family. (e.g., I am short, my uncle is tall, and my aunt is blonde).</p> <p>Express likes and dislikes on a variety of topics (e.g., animals, sports, foods).</p> <p>Respond with simple, appropriate social expressions (e.g., idioms such as "I have hunger" vs. "I am hungry", "It makes cold" vs. "It is cold out").</p> <p>Identify customs from target cultures that have been assimilated to daily life in the U.S. (e.g., Mardi Gras, Piñata at parties).</p>	<p>(e.g., order food in a restaurant, exchange currency, purchase school supplies).</p> <p>Exchange opinions, feelings and emotions (e.g., I'm proud, I admire the hero, I hate drugs etc.)</p> <p>Accept and decline an invitation.</p> <p>Identify more customs from target cultures that have been assimilated to daily life in the U.S. (e.g., Mardi Gras, Piñata at parties)</p>	<p>(e.g., What, When, Which, Where, Who, How many, How much, How and Why) and ask about clubs, sports, favorite musicians, movies, etc.)</p> <p>Continue to identify customs from target cultures that have been assimilated to daily life in the U.S. (e.g., Mardi Gras, Piñata at parties).</p>	<p>social, political, or environmental issue).</p>	<p>Continue to obtain information on another's thoughts and opinions (e.g., current social, political, or environmental issue).</p> <p>Discuss advantages and disadvantages of an idea or proposed course of action (e.g., the year-round school, raising the age for getting a driver's license to 18)</p>	<p>may be unpredictable (e.g., scenarios)</p> <p>Continue to express own thoughts and opinions on topics of social and personal interest such as music, literature, the arts, and the sciences.</p>
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ESSENTIAL UNDERSTANDING 2: INTERPRETIVE COMMUNICATION					
Students will understand and interpret a language other than their own in its spoken and written form on a variety of topics.					
LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
<p>Recognize classroom objects in oral and written forms (e.g., clock, door, pencil sharpener.)</p> <p>Orally supply missing word(s) to a song, rhyme, dictation or story at correct time.</p> <p>Draw pictures to demonstrate comprehension of simple stories.</p> <p>Comprehend greetings, farewells and statements of feelings.</p> <p>Identify letters, symbols, or common characters in alphabetic, phonetic or syllabic systems.</p> <p>Spell common words correctly while taking a written dictation</p> <p>Demonstrate comprehension of main idea or principal message in highly illustrated culturally based texts in which cognates, repetition, predictability and rhythm are used including stories, simple advertisements and/or other literacy sources.</p> <p>Distinguish differences between simple binary (polar) opposites (e.g., tall/short, hot/cold, black/white)</p> <p>Read aloud-familiar words</p>	<p>Comprehend the main idea of orally related personal anecdotes, songs, rhymes, familiar fairy tales and other narratives (familiar and/or culturally related) based on well-known age appropriate themes</p> <p>Read and prepare simple activity involving a series of steps (e.g., recipe, science experiments).</p> <p>Read aloud-authentic materials with correct intonation, pronunciation and stress.</p> <p>Demonstrate understanding of written or oral text by summarizing or paraphrasing (e.g., setting characters plot etc.)</p> <p>Read simple texts in target language and answer simple questions (e.g., weather report, travel poster or brochure, T.V. Guide, etc.)</p> <p>Use primary bilingual dictionary, picture dictionary or glossary to access information.</p> <p>Take written dictation on unfamiliar text that is orthographically predictable.</p> <p>Continue to explore cultural</p>	<p>Read and respond creatively to texts (designing a poster, making a graph, etc.)</p> <p>Continue to explore cultural components of Internet.</p> <p>Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).</p> <p>Read and summarize an authentic magazine or newspaper article.</p> <p>Watch and answer questions on taped sporting or other social activities.</p> <p>Read aloud familiar and unfamiliar texts with fluency and competent delivery.</p> <p>Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</p> <p>Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).</p> <p>Use target language to validate choice of vocabulary.</p> <p>Use authentic documents to</p>	<p>Express viewpoint on authentic magazine or newspaper article.</p> <p>Summarize or establish the sequence of events in a familiar recorded new story (e.g., Tour de France).</p> <p>Continue to explore cultural components of Internet.</p> <p>Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).</p> <p>Continue to read and summarize an authentic magazine or newspaper article.</p> <p>Watch and answer questions on taped sporting or other social activities.</p> <p>Establish contact with target language school or person via the Internet.</p> <p>Read aloud familiar and unfamiliar texts with fluency and competent delivery.</p> <p>Examine and discuss socio-cultural values, attitudes and beliefs).</p>	<p>Write an editorial on a current issue.</p> <p>Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).</p> <p>Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).</p> <p>Use target language to validate choice of vocabulary.</p> <p>Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)</p> <p>Examine and discuss socio-cultural elements represented via the Internet.</p> <p>Continue to explore cultural components of Internet.</p> <p>Establish contact with target language school or person via the Internet.</p> <p>Read aloud familiar and unfamiliar texts with fluency and competent delivery.</p>	<p>Read a play and demonstrate comprehension through various tasks (e.g., retasting storyline, identifying antagonist/protagonist describing setting, etc.)</p> <p>Read aloud plays and poetry with fluency and confident delivery.</p> <p>Infer a writer's assumptions, purpose, or point of view in an editorial.</p> <p>Analyze the social context of a spoken exchange (e.g., a coach's pep talk, a student's conference with a guidance counselor, a conversation at the refund counter of a department store).</p> <p>Interpret information presented visually.</p> <p>Read a poem and demonstrate understanding through various tasks (e.g., identifying the theme)</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Read an authentic historical text and relate it to the historical period.</p> <p>Make inferences from authentic</p>

<p>demonstrating initial awareness of pronunciation, interaction, and stress</p> <p>Comprehend simple questions and commands on classroom topics by responding correctly either orally or physically (e.g., "Where is the flag? Response could be, "It's over here," or child points to it).</p> <p>Make connections between illustration and simple written texts (e.g., use picture dictionary, match illustrations with short phrases or sentences).</p> <p>Understand, use and read with correct interaction, pronunciation and stress (e.g., recites aloud).</p> <p>Explore cultural components of Internet.</p> <p>Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).</p> <p>Establish contact with target language school or person via the Internet.</p> <p>Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</p> <p>Interpret information presented visually.</p>	<p>components of Internet.</p> <p>Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).</p> <p>Establish contact with target language school or person via the Internet.</p> <p>Read aloud familiar and unfamiliar texts with fluency and competent delivery.</p> <p>Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</p> <p>Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).</p> <p>Continue to interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Make inferences from authentic sources.</p>	<p>compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)</p> <p>Continue to interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication</p> <p>Make inferences from authentic sources.</p>	<p>Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip)</p> <p>Use target language to validate choice of vocabulary.</p> <p>Obtain information through email.</p> <p>Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)</p> <p>Continue to interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Make inferences from authentic sources.</p>	<p>Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</p> <p>Read a play and demonstrate comprehension through various tasks (e.g., restating storyline, identifying antagonist/ protagonist describing setting, etc.)</p> <p>Infer a writer's assumptions, purpose, or point of view in an editorial.</p> <p>Interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Read an authentic historical text and relate it to the historical period.</p> <p>Make inferences from authentic sources.</p>	<p>sources.</p>
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ESSENTIAL UNDERSTANDING 3: PRESENTATIONAL COMMUNICATION

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
<p>Use understandable pronunciation of words.</p> <p>Identify and label vocabulary connected to the lesson theme.</p> <p>Complete simple sentences, phrases and/or short dialogues to accompany illustrations.</p> <p>Predict orally or through illustrations events in a story.</p> <p>Begin to write familiar words, phrases and simple sentences in a meaningful context.</p> <p>Perform short conversation (e.g., skits, role play, etc.)</p> <p>Use information from a text or oral story to draw or label pictures, diagrams, or charts.</p> <p>Contribute to teacher directed shared writing activities (e.g., story mapping, "word snake" and concrete poetry).</p> <p>Produce and use basic print, capitalization and punctuation conventions (e.g., inverted Spanish question marks, quotation marks, lower case for days of the week, etc.).</p>	<p>Summarize the plot of a folktale (e.g., the beginning, the middle, and the end).</p> <p>Create and perform short conversation (e.g., skits, role play, etc.)</p> <p>Create written journals in response to teacher prompt</p> <p>Write, review, and edit own writing with teacher guidance.</p> <p>Prepare and present brief reports on thematic topics (e.g., weather report, commercial, etc.) using a variety of formats (e.g., brochures, dioramas, puppets, travel posters, etc.)</p> <p>Identify orally the setting, main characters and events in narrative texts (e.g., linear and circular story mapping).</p> <p>Fill in authentic forms (e.g., magazine subscriptions, invitations).</p> <p>Take notes from recorded phone messages.</p> <p>Write and act out a commercial</p>	<p>Write, review, and edit own writing with teacher guidance.</p> <p>Write a personal letter applying conventions, accurately (e.g., layout, headings, punctuation). Address the envelope.</p> <p>Create and present short skit/play involving more than two characters. May use videotape, props, costumes and scenery.</p> <p>Write brief paraphrases and summaries on teacher-given topics.</p> <p>Narrate/give an oral report in present, past and future times.</p> <p>Write a simple narrative or description on a given topic (e.g., an account of an event, a problem, etc.).</p> <p>Write an editorial based on teacher-designed topic.</p> <p>Write a brief, well-organized composition using basic language.</p> <p>Proofread and peer-edit writing.</p>	<p>Fill in text based on words from known song or story. (Written or orally -- "I the farmer in the ...")</p> <p>Write, review, and edit own writing with teacher guidance.</p> <p>Create original poem and illustrate it on a poster.</p> <p>Write and present an original story.</p> <p>Take detailed notes on given topic via video.</p> <p>Retell events of a video using detailed notes.</p> <p>Write a well-organized composition.</p> <p>Proofread and peer-edit writing.</p> <p>Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.</p>	<p>Write, review, and edit own writing with teacher guidance.</p> <p>Write and present an original story.</p> <p>Proofread and peer-edit writing.</p> <p>Identify and understand organizational elements of writing (e.g., titles, paragraphs, bibliography).</p> <p>Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.</p> <p>Write about a variety of trips related to personal, social, and school needs, using appropriate specialized vocabulary.</p> <p>Present to class information learned from research paper using technology (e.g., video, etc.).</p>	<p>Write, review, and edit own writing with teacher guidance.</p> <p>Adjust spoken presentation to suit the audience.</p> <p>Identify and understand organizational elements of writing (e.g., titles, paragraphs, bibliography).</p> <p>Approximate native-like pronunciation, intonation, and inflection.</p> <p>Speak audibly and clearly, varying pace, tone, and stress to engage the audience.</p> <p>Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.</p> <p>Present to class information learned from research paper using technology (e.g., video, etc.)</p> <p>Engage in exchanges with the audience (e.g., take and answer questions)</p> <p>Give a formal, well-organized, and sustained oral presentation.</p>

<p>Begin to write for different purposes (e.g., post cards, phone messages, informal notes, birthday invitation, etc.).</p> <p>Write and record a message (e.g., advertisement, weather reports, phone messages, etc.).</p> <p>Write simple descriptive sentences, given two choices (e.g., John is tall, short).</p> <p>Write, review, and edit own composition writing with teacher guidance.</p> <p>Represent information visually.</p> <p>Write simple letters about self and school.</p> <p>Extract information from timetables, menus, and advertisements.</p> <p>Respond in writing to personal questions.</p>	<p>with a group.</p> <p>Represent information visually.</p> <p>Design own form(s) of announcements.</p> <p>Proofread and peer-edit paragraphs.</p> <p>Write a well-organized paragraph about a familiar topic.</p> <p>Complete authentic forms and documents (e.g., passport, driver's license, job application).</p>				
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ESSENTIAL UNDERSTANDING 4: CULTURES - Practices

Students will demonstrate an understanding of the relationship between practices and perspectives of the cultures studied.	
LEVEL I	LEVEL II
<p>Practices of Culture Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations. (e.g., bowing, shaking hands, Mr., Mrs., Miss).</p> <p>Introduce self, family and/or teacher and respond to introductions.</p> <p>Initiate and respond to routine courtesy exchanges (e.g., excuse me, thank you, please) and make polite requests.</p> <p>Respond physically and/or orally to demonstrate respect and/or courtesy (e.g., in South America the principal walks in room and students stand up).</p> <p>Participate in cultural activities and traditions (e.g., holidays, birthday, Sami's day, celebrations).</p> <p>Name and experience foods and eating customs of the target culture (e.g., typical foods, table manners, chopsticks, samovar tea ceremony etc.)</p>	<p>Practices of Culture Listen and share in reading/reciting authentic fairytales, folktales, nursery rhymes, etc. Identify and imitate characters.</p> <p>Continue to listen and respond to stories, songs, and rhymes of the target culture(s).</p> <p>Name and identify capitals and major topographical features of countries from target culture(s) on maps written in target language (e.g., on map of Chile divided in half as in Chilean classroom, identify Santiago, Andes, Atacama desert, Antarctica and Pacific Ocean).</p> <p>Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children's literature, music, art, dance, etc.)</p> <p>Identify roles and responsibilities of men, women and children in the target culture(s).</p> <p>Describe staples and dishes unique to target culture(s) and indicate</p>
LEVEL III	LEVEL IV
<p>Practices of Culture Identify and name selected occupations that are specific to target culture(s) (e.g., marador, chocolate maker, shaman, etc.)</p> <p>Recognize and discuss cultural differences in educational requirements, grades, and attitudes in the target culture(s) and the U.S.</p> <p>Discuss how the roles of men and women and their occupations are changing.</p> <p>Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience, in target culture.</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations</p> <p>Interpret meaning through knowledge of cultural factors that effect meaning (e.g., word choice, intonation, setting, etc.)</p>	<p>Practices of Culture Match animals with sounds perceived by target culture (e.g., rooster said "Cocorico" in France, "Quiquiriqui" in Spain, "Cucuricuti" in Sweden).</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>Interpret meaning through knowledge of cultural factors that effect meaning (e.g., word choice, intonation, setting, etc.)</p> <p>Self-monitor and self-evaluate language use according to audience.</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>Interpret meaning through knowledge of cultural factors that effect meaning (e.g., word choice, intonation, setting, etc.)</p> <p>Decide when use of slang is appropriate.</p>
LEVEL V	LEVEL VI
<p>Practices of Culture Continue to identify roles and responsibilities of men, women and children in the target culture(s)</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations</p> <p>Interpret meaning through knowledge of cultural factors that effect meaning (e.g., word choice, intonation, setting, etc.)</p> <p>Self-monitor and self-evaluate language use according to audience</p> <p>Describe attitudes toward money in the target culture(s).</p>	<p>Practices of Culture Recognize and readjust behavior in response to nonverbal cues.</p> <p>Respond to and use humor appropriately</p> <p>Interpret and explain a political cartoon, situation comedy or joke in the target culture.</p> <p>Identify cultural factors that affect meaning</p> <p>Self-monitor and self-evaluate language use according to audience.</p> <p>Rephrase or reword an utterance when it results in cultural misunderstanding</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>Interpret meaning through knowledge of cultural factors that effect meaning (e.g., word choice, intonation, setting, etc.)</p>

<p>Participate in the creation of a group story on a cultural theme. Describe the selected ingredients in meals of the target culture.</p> <p>Use cultural expressions (using formal and informal modes of discourse) and appropriate body language of greetings, farewells and introductions in a variety of situations.</p> <p>Demonstrate understanding that families meet basic needs in a variety of ways (e.g., how climate affects type of dwelling, food, mealtime, etc.)</p> <p>Make request in a variety of social situations (e.g., asking a peer for a snack at a celebration, asking permission of an adult, etc.)</p> <p>Identify chores of each member of the family in the target culture.</p> <p>Plan for and participate in a cultural activity (e.g., holidays, birthday, and graduation) using customs of target culture(s) (e.g., decoration, ceremony, eating habits, etc.)</p> <p>Identify and name selected commercial establishments in the target culture(s) (e.g., role-play shopping).</p>	<p>order in which these are served (e.g., soup at end of Chinese course, salad and cheese at end of meal in France). Accept/reuse appropriately offers of food.</p> <p>Demonstrate a basic knowledge of the history and geography of the people/countries of the target culture(s).</p> <p>Identify how people in the target culture(s) interact with their environment (e.g., living space according to available materials, modes of transportation – metro, chivitas, recreational space, etc.)</p> <p>Interpret military/train station time (hours only) (e.g., The train leaves at 22:00 → 10:00 pm).</p> <p>Demonstrate understanding of purchasing power of the currency of the target culture.</p> <p>Describe attitudes toward money in the target culture(s)</p> <p>Identify practices and beliefs with regard to body hygiene.</p> <p>Recognize and discuss cultural differences in educational requirements, grades, and attitudes in the target culture(s) and the U.S.</p> <p>Discuss how the roles of men and women and their occupations are</p>	<p>Decide when use of slang is appropriate.</p> <p>Determine appropriate topics for interaction/social conversation.</p> <p>Recognize elements of humor, irony, and satire in the target language and culture.</p> <p>Recognize use of slang, dialectics, and regionalisms in conversations.</p>	<p>Determine appropriate topics for interaction/social conversation.</p>
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<p>Recognize and write numbers according to cultural custom (e.g., one, 1, seven 7). When appropriate, count on fingers the way of target culture (e.g., starting with thumb, little finger, etc.)</p> <p>Demonstrate the use of symbols and signs as a way of communication in the target culture(s) (e.g., directions, warnings, street sign, etc.)</p> <p>Describe tangible products of everyday living, such as housing, food and dress, (e.g., hacienda, villas, fondue, and togo).</p> <p>Name and identify capitals and major topographical features of countries from target culture(s) on maps written in target language (e.g., on map of Chile divided in half as in Chilean classroom, identify Santiago, Andes, Alacama desert, Antarctica and Pacific Ocean).</p> <p>Listen to and observe expressions of the target culture(s) (e.g., children's literature, music, art, dance, etc.)</p> <p>Explain attitudes toward concept of time in the target culture(s) (e.g., Spanish siesta, Swiss punctuality, etc.)</p>	<p>changing.</p> <p>Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> <p>Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience, in target culture.</p>				
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<p>Demonstrate a basic knowledge of the history and geography at the people/countries of the target culture(s).</p>				
<p>Use appropriate etiquette in initiating and responding to telephone conversations, e-mail and other types of communication.</p>				
<p>Identify subculture(s) within the target culture(s) (e.g., differences in "Spanish" cultures among Spain, Mexico, Puerto Rico, etc.).</p>				
<p>Use appropriate etiquette in initiating and responding to telephone communication.</p>				
<p>Identify and describe various values reflected in food, clothing, and shelter in the target culture(s) e.g. kosher taboos, French herbal teas, and extended family living quarters.</p>				

ESSENTIAL UNDERSTANDING 4: CULTURES - Products

Students will demonstrate an understanding of the relationship between products and perspectives of the cultures studied.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
<p>Products of Culture Listen and respond to stories, songs, and rhymes of the target culture(s). Identify and color flags and a few handmarks of the target culture(s). Create a calendar with cultural holidays. Celebrate selected target culture national holiday with games, dances, songs, food, etc.</p>	<p>Products of Culture Identify artwork (visual and performing arts) as a reflection of the target culture(s). Dramatize simplified authentic folktales from the target culture(s). Continue to identify utilitarian and/or esthetic objects of the target culture(s) (e.g., bolcadoras). Name and explain the significance of some national and/or festivals from the culture(s) (e.g., flags, currency, commercial products, and signs). Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Asterix, Mafaldo, Zorro, etc.) Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and recreational space, open air markets, plazas, walled houses and</p>	<p>Products of Culture Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492). Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Asterix, Mafaldo, Zorro, etc.) Research a cultural region of the target culture(s). Compare the contributions in sports between the target culture(s) and the U.S. Identify the architectural and city planning contributions that the target culture(s) makes to American society and the world. Identify and analyze the role of television in shaping attitudes and values in the target culture(s).</p>	<p>Products of Culture Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492). Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Asterix, Mafaldo, Zorro, etc.) Read with understanding written materials in target language(s) (e.g., current periodicals) about social, political and economic issues pertinent to the target culture. Suggest possible solutions to the economic and environmental challenges faced by the target culture(s). Analyze the literature and arts that depict cultural products, practices and perspectives.</p>	<p>Products of Culture Access target culture(s) cook books to make traditional holidays foods. Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492). Analyze the literature and arts that depict cultural products, practices and perspectives. Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Asterix, Mafaldo, Zorro, etc.) Recognize and/or taste/make foods and crafts from target culture(s) (e.g., crêpes, job de Dies, origami)</p>	<p>Products of Culture Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492). Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Asterix, Mafaldo, Zorro, etc.) Read with understanding written materials in target language(s) about social, political and economic issues pertinent to the target culture. Suggest possible solutions to the economic and environmental challenges faced by the target culture(s). Analyze the literature and arts that depict cultural products, practices and perspectives. Study and explain the role of</p>

<p>target culture(s). Describe styles of architecture used to design monuments. Describe the regions of the target culture(s).</p>	<p>cities, modes of transportation). Suggest possible solutions to the economic and environmental challenges faced by the target culture(s). Identify architectural and/or engineering accomplishments of the target culture(s) (e.g., Eiffel Tower, Chichen Itzá, etc.) Describe cultural achievements and/or symbols of the target culture(s) (e.g., Mona Lisa, Statues of Simon Bolívar, castles, cathedrals, pyramids and fountains). Describe the regions of the target culture(s).</p>	<p>Compare how artists use universal themes in the U.S. and in the target culture(s) (e.g., love, grief, friendship, and beauty). Study and experience the literature and arts that depict target cultural products, practices, and perspectives. Identify and describe how artists and writers have influenced the history of the target culture (J.J. Rousseau, Voltaire, Picasso, Delacroix, Goya, Rockwell). Create a video/film that reflects the cultural practices and/or perspectives of the target culture. Suggest possible solutions to the economic and environmental challenges faced by the target culture(s). Describe the regions of the target culture(s). Compare and contrast the role of television in the target culture(s) and the U.S.</p>	<p>target culture(s) Compare the contributions in sports between the target culture(s) and the U.S. Identify the architectural and city planning contributions that the target culture(s) makes to American society and the world. Identify and analyze the role of television in shaping attitudes and values in the target culture(s). Compare form(s) of government in the roles of the major political leaders in the target culture(s) with those of the U.S. Study and experience the literature and arts that depict target cultural products, practices, and perspectives. Interpret and explain a political cartoon, situation comedy or joke in the target culture. Identify cultural factors that affect meaning. Analyze the literature and arts that depict cultural products, practices and perspectives. Gather information about sub-cultural perspectives through reading subculture texts and</p>	<p>Suggest possible solutions to the economic and environmental challenges faced by the target culture(s). Identify and analyze the role of television in shaping attitudes and values in the target culture(s). Analyze the literature and arts that depict cultural products, practices and perspectives. Study and analyze the cultural perspectives and practices in the films of the target culture. Gather information about sub-cultural perspectives through reading subculture texts and analyzing their art. Read with understanding written materials in target language(s) (e.g., current periodicals) about social, political and economic issues pertinent to the target culture. Describe the regions of the target culture(s).</p>	<p>different social, political, and economic institutions of the target culture. Study and analyze the cultural perspectives and practices in the films of the target culture. Gather information about sub-cultural perspectives through reading subculture texts and analyzing their art. Analyze and discuss the challenges that the target culture's economy faces. Identify and analyze the role of television in shaping attitudes and values in the target culture(s). Analyze the literature and arts that depict cultural products, practices and perspectives. Study and analyze the cultural perspectives and practices in the films of the target culture. Gather information about sub-cultural perspectives through reading subculture texts and analyzing their art.</p>
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ESSENTIAL UNDERSTANDING 5: INTERDISCIPLINARY CONNECTIONS

Students will reinforce and expand their knowledge of other areas of study through a language other than English.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
<p><u>Connecting with other Disciplines</u></p> <p>On a primary map or globe, point to country/region where the target language is spoken.</p> <p>Identify eight colors using clothing of children and pictures.</p> <p>Classify selected objects by color, size and shape (e.g., small, red, triangle, etc.)</p> <p>Match animals with their food, homes, body parts, etc. (e.g., horse eats grass, bird lives in nest, elephant has trunk, etc.)</p> <p>Identify unique characteristics of self and others, such as name, age, address and telephone number.</p> <p>Count 0 – 31, match and identify numbers on timeline and calendar.</p> <p>Calculate/solve simple math problems using numbers 1 – 10.</p> <p>Name seven days of week in culturally correct order. Name 12 months of the year in order.</p> <p>Identify the four seasons, relating weather expressions to each one. Make connections between months, seasons and holidays.</p>	<p><u>Connecting with other Disciplines</u></p> <p>Count to 100 by 1's, 5's, and 10's.</p> <p>Tell time orally (hour and half hour).</p> <p>Recognize and describe in the target language geographic features of the target country(s) (e.g., capital, big cities, rivers, mountains, oceans). Point out relative locations (e.g., the ocean is west of the capital, the equator is north, etc.)</p> <p>Complete simple writing exercises in target language that cover main ideas of concepts covered in content related or content-based units. (e.g., The quetzal is a bird. "Iloa" and "ola" are homophones (homo (ros).</p> <p>Create a classroom model, label it and describe with simple target language (e.g., solar system, a Roman villa, an outdoor market, an architectural landmark, etc.)</p> <p>Label and/or create several types of maps of target countries (e.g., political, topographical, linguistic, products, natural resources, climate</p>	<p><u>Connecting with other Disciplines</u></p> <p>Recognize characteristic style of three to five famous artists/musicians and draw or paint a picture or make music/rhythm in this style (e.g., French Impressionists, Mexican Muralists, etc.)</p> <p>Use basic social studies vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, Slavery and the Underground Railroad in the Caribbean Island, etc.)</p> <p>Recognize the style of an author or poet from the target culture(s) and retell story/poem in own words in the target language with proper sequence, trying to imitate style/rhythm.</p> <p>Participate in cultural market as buyer and seller of typical goods. (e.g., I need 2 kg. of rice. How much does it cost?)</p> <p>Explore health, nutrition, and physical fitness issues of adolescents in the target culture.</p>	<p><u>Connecting with other Disciplines</u></p> <p>Examine how target culture immigrants to the U.S. preserve their cultural traditions.</p> <p>Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).</p> <p>Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.</p> <p>Identify how music, art, and literature reflect the target culture.</p>	<p><u>Connecting with other Disciplines</u></p> <p>Examine how target culture immigrants to the U.S. preserve their cultural traditions.</p> <p>Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).</p> <p>Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.</p> <p>Use target language including appropriate figures of speech and literary devices to analyze literature and explore universal themes (e.g., death, love, war, etc.).</p>	<p><u>Connecting with other Disciplines</u></p> <p>Examine how target culture immigrants to the U.S. preserve their cultural traditions.</p> <p>Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).</p> <p>Write a persuasive essay about a controversial issue.</p> <p>Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.</p> <p>Use target language including appropriate figures of speech and literary devices to analyze literature and explore universal themes (e.g., death, love, war, etc.).</p> <p>Explore and analyze how people in the target culture(s) solve societal issues (e.g., terrorism, welfare, unemployment, and health care).</p>

<p>View authentic artifacts, works of art and illustrations in children's literature drawn from the target culture and will use adjectives to describe what they see (e.g., Teacher asks "What color is the flag?" "brown" "Is the flower pretty or ugly?" "pretty".)</p> <p>Match puzzle-type shapes and places of five or six regions or countries of target culture(s) on primary map of the world.</p> <p>Dress in authentic or imitation clothing of target culture(s) in either fashion show, folkloric dance representation or dramatic program.</p> <p>Respond to folktales, fables and legends known to children of target culture(s).</p> <p>Count to 100 by 1's, 5's, and 10's.</p> <p>Tell time orally (hour and half hour).</p> <p>Recognize some famous figures whose native language is the target language. Make a collage to include picture of person, origin, occupation and/or reason for being a celebrity.</p> <p>Create a classroom model, label it and describe with simple target language (e.g., solar system, a Roman villa, an outdoor market, an architectural landmark, etc.)</p>	<p>groups, etc.)</p> <p>Use simple social studies vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, Slavery and the Underground Railroad in the Caribbean Island, etc.)</p> <p>Design an imaginary trip to a target country (maybe planned as a group). Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may include meeting a famous person, seeing the sites, sample products of the country, etc.</p> <p>Explore health, nutrition, and physical fitness issues of adolescents in the target culture.</p> <p>Use numbers to 1 million.</p> <p>Examine how target culture immigrants to the U.S. preserve their cultural traditions.</p>	<p>Connect professions with their qualifications (e.g., apprenticeships, higher education, degrees, skills and interests, etc.).</p> <p>Identify how music, art, and literature reflect the target culture.</p> <p>Examine how target culture immigrants to the U.S. preserve their cultural traditions.</p>		
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<p>Label and/or create several types of maps of target countries (e.g., political, topographical, linguistic, products, natural resources, ethnic groups, etc.)</p>					<p>Design an imaginary trip to a target country (maybe planned as a group). Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may include meeting a famous person, seeing the sites, sample products of the country, etc.</p>
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ESSENTIAL UNDERSTANDING 6: INTRADISCIPLINARY CONNECTIONS

Students will acquire and recognize the distinctive viewpoints that are available only through a language and its cultures.

LEVEL I <u>Accessing information in the target language</u>	LEVEL II <u>Accessing information in the target language</u>	LEVEL III <u>Accessing information in the target language</u>	LEVEL IV <u>Accessing information in the target language</u>	LEVEL V <u>Accessing information in the target language</u>	LEVEL VI <u>Accessing information in the target language</u>
<p>Watch videos of dances, children's folkloric fashion shows and/or celebrations in the target culture in preparation for their own celebration.</p> <p>Examine native crafts and either make a few simplified versions or prepare poster with pictures of crafts, using information accessed through technology and/or library.</p> <p>Research and create a display (showcase or bulletin board) of figures (e.g., people in native costume, musical instruments, crafts, toys, children's literature, etc.) May use pictures and text from computer technology, library and/or media from home or teachers).</p> <p>Using Internet, newspaper, or other sources, record and graph in target language, the weather in capital city or other town of target country for 1 week.</p> <p>Listen to recordings of contemporary music from target language musicians and identify three different styles and/or</p>	<p>Research and create a menu of one meal (breakfast, lunch, dinner or assorted desserts) typical of the target culture(s).</p> <p>Review typical current TV commercial clips and create a simplified advertisement for a product from the target culture.</p> <p>Complete authentic travel document forms (e.g., passport, visa, customs form, etc.</p> <p>Use maps, charts, and globes in target language to identify weather/climate, patterns, natural resources, native products, modes of transportation, etc.</p> <p>Read and interpret authentic, fairly current schedules (e.g., TV music, train, plane, bus, etc</p> <p>Read a TV schedule train, train, and bus schedule from the target culture.</p> <p>Plan a daily schedule based on a weather forecast.</p> <p>Access and organize information</p>	<p>Retell a modified version of an authentic story (fable, legend and/or folktale) using multimedia sources.</p> <p>Research and retell a folktale using a multimedia approach.</p> <p>Use the Internet to access current events in target languages from Target culture(s).</p> <p>Compare and contrast aesthetic concepts of the target culture through authentic video or recordings.</p> <p>Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</p> <p>Use the Internet to find employment opportunities in the target culture.</p> <p>Research, discuss, and debate a controversial ecological issue.</p> <p>Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</p> <p>Compare and contrast aesthetic concepts of the target culture through authentic video or recordings.</p> <p>Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</p>	<p>Compare and contrast aesthetic concepts of the target culture through authentic video or recordings.</p> <p>Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</p> <p>Use the Internet to find employment opportunities in the target culture.</p> <p>Research, discuss, and debate a controversial ecological issue.</p> <p>Use popular magazines from the target culture to identify and describe the social conventions about adolescents.</p> <p>Explore everyday events (e.g., school, sports, shopping) which occur in the target country(ies) using multiple sources.</p>	<p>Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</p> <p>Read literary texts and relate them to the historical period about which or in which they were written.</p> <p>Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</p> <p>Use popular magazines from the target culture to identify and describe the social conventions about adolescents.</p> <p>Explore everyday events (e.g., school, sports, shopping) which occur in the target country(ies) using multiple sources.</p>	<p>Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</p> <p>Read literary texts and relate them to the historical period about which or in which they were written.</p> <p>Research, discuss, and debate a controversial issue.</p> <p>Locate information appropriate to assignment in text or other reference material.</p> <p>Participate in a debate in which a current event/issue is discussed from the perspective of people in the target and home cultures.</p> <p>Communicate (via letters, e-mail, etc.) with peers in the target country and exchange information/ideas, opinions relating to common societal issues.</p> <p>Read, listen to and view works of literature and arts that describe contemporary life in the target culture.</p>

<p>musicians.</p> <p>Recognize aesthetic concepts of the target culture through authentic video or recordings.</p>	<p>through authentic language text and media to contribute to a topic being discussed in a different class.</p> <p>Recognize aesthetic concepts of the target culture through authentic video or recordings.</p>	<p>Use popular magazines from the target culture to identify and describe social conventions about adolescents.</p>
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ESSENTIAL UNDERSTANDING 7: COMPARISON AMONG LANGUAGES

Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.					
LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
<p>Compare names in English with closest equivalent in target language.</p> <p>Address the World language teacher appropriately in the target language using courteous language and body language, followed by addressing the classroom teacher appropriately and courteously in English.</p> <p>Identify and use (in greetings) titles for school personnel (e.g., Mr., Mrs., Miss for principal, librarian, etc.).</p> <p>Answer the phone using appropriate expression in the target language (e.g., "Wer" in Chinese, "Mashi - Moshi" in Japanese, "Allo" in French, etc.).</p> <p>Recognize the writing system (alphabet and numbers) of the target language (e.g., "W" in Spanish, accents, etc.)</p> <p>Recognize some differences in the sound systems of the English language and target language (e.g., "u" in Spanish, "ou" in French)</p> <p>Recognize roots in two languages</p>	<p>Recognize simple cognates.</p> <p>Identify through listening and reading which words from a list are cognates.</p> <p>Compare word order in simple phrase or expression.</p> <p>Cite and use examples of words and roots borrowed from the target language used in English and English words that are currently used in the target language.</p> <p>Illustrate some of these words, (e.g., codeo, kindergarten, etc.)</p> <p>Compare nuances of meanings and pronunciation of cognates. Discuss false cognates and draw two different meanings (e.g., "trampa" in Spanish and "tramp" in English).</p> <p>Recognize roots in two languages and compare cognates.</p> <p>Compare suffixes that denote simple concepts such as size, affection, beauty, etc. (e.g., "jito" and "oi" Spanish, etc.)</p> <p>Discuss how idiomatic expressions work in general and practice in a meaningful way. Incorporate into oral and written communication.</p>	<p>Compare nuances of meanings and pronunciation of cognates. Discuss false cognates and draw two different meanings (e.g., "trampa" in Spanish and "tramp" in English).</p> <p>Compare concept of gender in English and target language (e.g., "Iron and fineness" versus "le lion et la femme."</p> <p>Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Illustrate proverbs/idiomatic expressions and compare with equivalent translation in English (e.g., "It's raining cats and dogs" with Spanish version, "Esía lloviendo a chuzos/a cantares": (It's raining spears/arrows).</p> <p>Discuss how idiomatic expressions work in general and practice in a meaningful way. Incorporate into oral and written communication.</p> <p>Recognize roots in two languages and compare cognates.</p> <p>Recognize simple cognates.</p>	<p>Recognize roots in two languages and compare cognates.</p> <p>Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Demonstrate how idiomatic expressions reflect culture.</p> <p>Recognize that vocabulary conveys different meanings in various contexts.</p> <p>Recognize simple cognates.</p> <p>Identify through listening and reading which words from a list are cognates.</p> <p>Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)</p> <p>Use idiomatic expressions appropriate to a given situation in the target language.</p> <p>Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)</p> <p>Generate idiomatic expressions in both the native language and the target language and discuss how idiomatic expressions work in general.</p> <p>Identify idiomatic expressions appropriate to a given situation in</p>	<p>Recognize roots in two languages and compare cognates.</p> <p>Recognize simple cognates.</p> <p>Identify through listening and reading which words from a list are cognates.</p> <p>Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)</p> <p>Use idiomatic expressions appropriate to a given situation in the target language.</p> <p>Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Demonstrate how idiomatic expressions reflect culture.</p> <p>Generate idiomatic expressions in both the native language and the target language and discuss how idiomatic expressions work in general.</p> <p>Recognize that vocabulary conveys different meanings in various</p>	<p>Examine various genres of literature and oral communication to hypothesize the worldviews of different cultures.</p> <p>Select, use, and compare appropriate terms of address between the target and native languages.</p> <p>Identify and compare telephone etiquette for different purposes in both target language and native language (e.g., business, school, social, etc.)</p> <p>Recognize roots in two languages and compare cognates.</p> <p>Recognize simple cognates</p> <p>Identify through listening and reading which words from a list are cognates.</p> <p>Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)</p> <p>Use idiomatic expressions appropriate to a given situation in the target language.</p> <p>Collect and list examples showing</p>

<p>and compare cognates.</p> <p>Recognize that languages are inter-related and belong to language family(s), (e.g., Count to ten in two or three related languages and compare).</p> <p>Recognize sounds and short words from target language that do not exist in English (e.g., students hear "llama" pronounced in English and Spanish and they distinguish which is L1 and which is L2.)</p> <p>Recognize simple cognates.</p> <p>Identify through listening and reading which words from a list are cognates.</p> <p>Identify simple indicators of gender and number in target language that is different from English (e.g., in Spanish, usually male people and animals end in "o", and female people and animals end in "a").</p> <p>Compare word order in simple phrase or expression (e.g., red car, car red, beautiful Mexico, "Mexico lindo")</p> <p>Recognize differences in writing systems (e.g., print, symbols, syllabic, alphabetic, characters, and orientation of written language, and punctuation conventions (e.g., use upside down exclamation points in Spanish, etc.)</p>	<p>Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Use idiomatic expressions appropriate to a given situation in the target language.</p> <p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p> <p>Cite and use borrowed words from other languages and hypothesize why languages in general need to borrow words.</p>	<p>Identify through listening and reading which words from a list are cognates.</p> <p>Recognize that vocabulary conveys different meanings in various contexts.</p> <p>Demonstrate how idiomatic expressions reflect culture.</p> <p>Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).</p> <p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p> <p>Identify idiomatic expressions appropriate to a given situation in the target language.</p> <p>Identify and compare telephone etiquette for different purposes in both target language and native language (e.g., business, school, social, etc.).</p>	<p>the target language.</p> <p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>Use idiomatic expressions appropriate to a given situation in the target language.</p> <p>Use appropriate words in a given situation to illustrate cultural differences.</p> <p>Compare and contrast rhetorical and oratorical techniques used in different languages.</p> <p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p> <p>Select, use, and compare appropriate terms of address between the target and native languages.</p> <p>Demonstrate differences in writing systems.</p>	<p>contexts.</p> <p>Identify idiomatic expressions appropriate to a given situation in the target language.</p> <p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>Examine various genres of literature and oral communication to hypothesize the world views of different cultures.</p> <p>Use appropriate words in a given situation to illustrate cultural differences.</p> <p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p> <p>Demonstrate differences in writing systems.</p>	<p>differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Demonstrate how idiomatic expressions reflect culture.</p> <p>Recognize that vocabulary conveys different meanings in various contexts.</p> <p>Generate idiomatic expressions in both the native language and the target language and discuss how idiomatic expressions work in general.</p> <p>Identify idiomatic expressions appropriate to a given situation in the target language.</p> <p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>Use appropriate words in a given situation to illustrate cultural differences.</p> <p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p> <p>Demonstrate differences in writing systems.</p>
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<p>Practice writing simple words in target language (e.g., names, label for classroom objects, animals to label drawings, etc.)</p> <p>Respond to alphabet cards in L1 and L2 identifying which are from L1 and which are from L2.</p> <p>Respond similarly to eight or ten flash cards from theme (e.g., animals, classroom objects) that portrays both picture and word in L1 and duplicate picture with word in L2.</p> <p>Cite and use examples of words and roots borrowed from the target language used in English and English words that are currently used in the target language. Illustrate some of these words, (e.g., rodeo, kindergarten, etc.)</p> <p>Discuss how idiomatic expressions work in general and practice in a meaningful way. Incorporate into oral and written communication.</p> <p>Identify language characteristics, which may or may not be present in English (e.g., formalities, levels of politeness, formal and informal language, different registers of language, etc.)</p> <p>Cite and use borrowed words from other languages and hypothesize why languages in general need to</p>				
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<p>borrow words.</p> <p>Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Identify the use different titles of address used in the target country and the U.S.</p> <p>Initiate telephone conversation and compare differences in telephone etiquette in the target and their own cultures (e.g., state one's identity, ask to speak to someone, ask when someone will return, state that they will call again, conclude a call).</p> <p>Recognize that letters/ characters can represent different sounds in target language and in English (e.g., Vowels, Key consonants, etc.) Read aloud simple monosyllabic and bi-syllabic words demonstrating capacity to closely reproduce sounds and comprehension of which letters/ characters represent those specific sounds</p> <p>Give examples of words borrowed from one language and used in another and develop an understanding of the process of borrowing.</p>					
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ESSENTIAL UNDERSTANDING 8: COMPARISON AMONG CULTURES

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.				
LEVEL I <i>Cultural Comparisons</i>	LEVEL II <i>Cultural Comparisons</i>	LEVEL III <i>Cultural Comparisons</i>	LEVEL IV <i>Cultural Comparisons</i>	LEVEL V <i>Cultural Comparisons</i>
<p>Compare and contrast the role of selected family members in both cultures (e.g., the grandmother in USA often lives far away/the grandmother in _____ lives with the family). Present to class in target language with pictures.</p> <p>Compare and contrast school and family life in the target culture and the USA (e.g., extended family living under one roof or getting together every weekend, respect for parents, teachers, etc.)</p> <p>Illustrate/write about how birthday, saint's Day or "coming of age" is celebrated in both cultures (e.g., compare "quinceañera" party in Mexico with Das Mitzvah in CT).</p> <p>Describe orally and in written language a holiday in US and a similar celebration in target culture explaining similarities and differences (e.g., On New Year's Eve in Spain each family member passes twelve grapes/in US people watch TV or go to parties).</p> <p>Compare songs and instruments used during holiday celebrations in</p>	<p>Celebrate a holiday or birthday according to the customs of the target culture(s) and compare simple aspects with customs of USA (e.g., a birthday party at a roller skating rink in USA versus mariachis serenading a Mexican child singing "Las Mananitas" or pihata.)</p> <p>Recognize pictures of target country peers in their school or everyday clothes (e.g., school uniform in some public schools abroad versus T-shirts and blue jeans in Connecticut).</p> <p>Compare songs and instruments used during holiday celebrations in target culture(s) and in US (e.g., at Christmas time, people go caroling "Parranda" in Puerto Rico using "maracas", "güiro", "cuatro" and guitar singing "aguinaldos" such as "Los Tres Santos Reyes" as compared to usually no instruments for carolers who sing "We Three Kings of Orient Are". Also, climatic difference, hence, clothing difference for caroling activity.</p> <p>Express personal preferences in the target language regarding sports and activities of target culture(s) and of Connecticut.</p> <p>List, identify and describe with simple adjectives ten daily activities in the native and target cultures (e.g., In the US the boy/girl wakes up at 7:00 a.m. in _____ (country) the boy/girl wakes up at _____ a.m., etc.</p> <p>Compare and contrast cultural</p>	<p>Identify pictures of houses and stores typical of target culture(s) and of Connecticut.</p> <p>Compare songs and instruments used during holiday celebrations in target culture(s) and in US (e.g., at Christmas time, people go caroling "Parranda" in Puerto Rico using "maracas", "güiro", "cuatro" and guitar singing "aguinaldos" such as "Los Tres Santos Reyes" as compared to usually no instruments for carolers who sing "We Three Kings of Orient Arc". Also, climatic difference, hence, clothing difference for caroling activity.</p> <p>Express personal preferences in the target language regarding sports and activities of target culture(s) and of Connecticut.</p> <p>List, identify and describe with simple adjectives ten daily activities in the native and target cultures (e.g., In the US the boy/girl wakes up at 7:00 a.m. in _____ (country) the boy/girl wakes up at _____ a.m., etc.</p> <p>Compare and contrast cultural</p>	<p>Compare and contrast cultural meaning of proverbs, sayings, jokes, riddles in target language/culture(s) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat"/"Ej que se va a Sevilla/melipilla, pierde su silla"/"Celui qui va à la chasse, perd sa place."</p> <p>Compare and contrast male and female heroes from both cultures and how people celebrate their heroes (e.g., equestrian statues, legends, pictures, etc.)</p> <p>Compare and contrast meals and eating styles/practices in the target culture(s) with North American equivalents (e.g., cheese is served before meal in US and after meal in France).</p> <p>Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p> <p>Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p> <p>Discuss the relationship between cultural perspectives and practices (e.g., holiday, celebrations, work habits, play) by analyzing the target cultures and their own.</p> <p>Compare and contrast career choices and social roles in the target cultures and their own</p>	<p>Compare and contrast cultural meaning of proverbs, sayings, jokes, riddles in target language/culture(s) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat"/"Ej que se va a Sevilla/melipilla, pierde su silla"/"Celui qui va à la chasse, perd sa place."</p> <p>Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p> <p>Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p> <p>Discuss the relationship between cultural perspectives and practices (e.g., holiday, celebrations, work habits, play) by analyzing the target cultures and their own.</p> <p>Compare and contrast various</p>

<p>target culture(s) and in US (e.g., at Christmas time, people go caroling "Parranda" in Puerto Rico using "maracas", "guiro", "cuatro" and guitar singing "aguinaldos" such as "Los Tres Santos Reyes" as compared to usually no instruments for carolers who sing "We Three Kings of Orient Are." Also, climatic difference, hence, clothing difference for caroling activity.</p> <p>Recognize selected food from target culture(s) related to holidays and seasons of the year and compare with food served in US at similar occasions (e.g., trick or treat candy for Halloween as compared to sugar skills, "Calaveras de azúcar" for The Day of the Dead in Mexico).</p> <p>Compare weather and consequences (dress, sports, foods, houses, etc.) in a target culture city/town with Connecticut city/town. Make collage/poster of weather comparison highlighting a theme (e.g., hot weather in southern Mexico – women wear huipil/men wear light cotton shirts, pants and sandals as compared to four seasons in Connecticut with appropriate clothing).</p> <p>Express personal preferences in the target language regarding sports and activities of target culture(s) and of Connecticut.</p> <p>List, identify and describe with simple adjectives ten daily activities in the native and target cultures (e.g., In the US the boy/girl wakes up at 7:00 a.m. in _____ (country) the boy/girl wakes up at _____ a.m., etc.</p> <p>Compare and contrast the role of selected family members in both cultures (e.g., the grandmother in USA often lives far away/the</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/culture(s) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." / "El que se va a Sevilla/melipilla, pierde su silla." / "Celan qui va a la chasse, perd sa place.")</p> <p>Describe appropriate clothing and celebration activities for different holidays/ceremonies (e.g., gifts, etc.)</p> <p>Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p> <p>Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) in the target culture.</p>	<p>perspectives as reflected in a variety literary genre.</p>	<p>Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>Compare and contrast a typical "lunch" at home and in the target culture.</p> <p>Compare and contrast tangible products of the target cultures and their own (e.g., dress, toys, sports, equipment, etc.).</p> <p>Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p>	<p>institutions in different cultures (e.g., family education, religion, health care, etc.)</p> <p>Identify and analyze cultural perspectives as reflected in a variety literary genre.</p>
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<p>USA (e.g., a birthday party at a roller skating rink in USA versus mariachis serenading a Mexican child singing "Las Mañanitas" or piñata.)</p> <p>Imitate common gestures of the target culture(s) (e.g., bowing, hand-slapping, kissing on cheeks, embracing, etc.) Imitate greeting and farewell behaviors appropriate to target culture(s).</p> <p>Describe appropriate clothing and celebration activities for different holidays/ceremonies (e.g., gifts, etc.)</p> <p>Compare and contrast seasons and weather conditions of the target countries.</p> <p>Compare and contrast the concept of "snacks" in the two cultures</p> <p>Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p>	<p>grandmother in _____ lives with the family). Present to class in target language with pictures.</p> <p>Compare and contrast school and family life in the target culture and the USA (e.g., extended family living under one roof or getting together every weekend, respect for parents, teachers, etc.)</p> <p>Illustrate/write about how birthday, Saint's Day or "coming of age" is celebrated in both cultures (e.g., compare "quinceañera" party in Mexico with Bas Mitzvah in CT)</p> <p>Describe orally and in written language a holiday in US and a similar celebration in target culture explaining similarities and differences (e.g., On New Year's eve in Spain each family member eats twelve grapes/in US people watch TV or go to parties.</p> <p>Compare daily living in both cultures (e.g., food, school, leisure, grocery shopping, etc.)</p> <p>Compare and contrast seasons and weather conditions of the target countries.</p> <p>Compare and contrast the concept of "snacks" in the two cultures.</p> <p>Compare nuances meanings of words, idioms, and vocal</p>				
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	<p>inflections in the target language and their own.</p> <p>Identify and explain the relationship between weather and cultural activities/practices in different countries.</p> <p>Compare and contrast a typical "lunch" at home and in the target culture.</p> <p>Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p>

ESSENTIAL UNDERSTANDING 9: COMMUNITIES

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

LEVEL I <i>School and Community</i>	LEVEL II <i>School and Community</i>	LEVEL III <i>School and Community</i>	LEVEL IV <i>School and Community</i>	LEVEL V <i>School and Community</i>	LEVEL VI <i>School and Community</i>
<p>Introduce themselves in the target language to native – speaker peers in their school and community.</p> <p>Recognize local neighborhoods where the language is spoken (through sister school field trips, pen-pals, photographs, etc.)</p> <p>Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)</p> <p>Visit local establishments/ social clubs owned and managed by native speakers.</p> <p>Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)</p> <p>Identify and describe professions in the US, which require proficiency in the target language studied.</p> <p>Develop an interview questionnaire/interview a native-speaker (preferably close to same age) in the target language.</p>	<p>Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)</p> <p>Look at pictures/read simple text in authentic storybook and/or picture dictionary.</p> <p>Listen to/sing/recite songs and nursery rhymes from target culture(s).</p> <p>Visit local establishments/ social clubs owned and managed by native speakers.</p> <p>Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)</p> <p>Identify and describe professions in the US, which require proficiency in the target language studied.</p> <p>Develop an interview questionnaire/interview a native-speaker (preferably close to same age) in the target language.</p>	<p>Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)</p> <p>Look at pictures/read simple text in authentic storybook and/or picture dictionary.</p> <p>Listen to/sing/recite songs and nursery rhymes from target culture(s).</p> <p>Visit local establishments/ social clubs owned and managed by native speakers.</p> <p>Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)</p> <p>Participate in a language immersion experience (e.g., language, camp, travel).</p> <p>Establish and maintain communication with peers in the target culture.</p> <p>Teach some of the target language to peers or younger children.</p> <p>Do volunteer work in the community using the target language.</p> <p style="text-align: center;">Personal Enrichment</p>	<p>Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)</p> <p>Visit local establishments/ social clubs owned and managed by native speakers.</p> <p>Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)</p> <p>Plan an imaginary trip to a country of the language that includes itinerary, budget, transportation, etc.</p> <p>Prepare article for school newspaper in target language about cultural aspects of target countries</p> <p>Participate in a language immersion experience (e.g., language, camp, travel).</p> <p>Establish and maintain communication with peers in the target culture.</p>	<p>Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)</p> <p>Visit local establishments/ social clubs owned and managed by native speakers.</p> <p>Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)</p> <p>Observe, take notes, and write a summary of an interview with a speaker of the target language.</p> <p>Participate in a language immersion experience (e.g., language, camp, travel).</p> <p>Establish and maintain communication with peers in the target culture</p> <p>Read and discuss articles in the target language on the global market.</p> <p>Teach some of the target language</p>	<p>Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)</p> <p>Visit local establishments/ social clubs owned and managed by native speakers.</p> <p>Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)</p> <p>Observe, take notes, and write a summary of an interview with a speaker of the target language.</p> <p>Participate in a language immersion experience (e.g., language, camp, travel).</p> <p>Establish and maintain communication with peers in the target culture</p> <p>Read and discuss articles in the target language on the global market.</p> <p>Teach some of the target language</p>

<p>Participate in a language immersion experience (e.g., language, camp, travel).</p> <p><u>Personal Enrichment</u></p> <p>Look at pictures/read simple text in authentic storybook and/or picture dictionary.</p> <p>Listen to/sing/write songs and nursery rhymes from target culture(s).</p> <p>Explore cultural components on the Internet.</p> <p>Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken</p> <p>Attend museum with target culture exhibit on display</p> <p>Watch and listen to TV or radio broadcasts in the language studied.</p> <p>Explore an area of interest on the Internet.</p> <p>Attend museum with target culture exhibit on display</p> <p>Watch and listen to TV or radio broadcasts in the language studied.</p> <p>Collect and read advertisements of products/video clips from target language/culture(s)</p>	<p>Participate in a language immersion experience (e.g., language, camp, travel).</p> <p><u>Personal Enrichment</u></p> <p>Explore cultural components on the Internet.</p> <p>Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken.</p> <p>Attend museum with target culture exhibit on display.</p> <p>Watch and listen to TV or radio broadcasts in the language studied.</p> <p>Explore an area of interest on the Internet.</p> <p>Establish contact with target language school or person via the Internet.</p>	<p>Attend/participant activity in target culture festival.</p> <p>Explore cultural components of the Internet.</p> <p>Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken.</p> <p>Attend museum with target culture exhibit on display.</p> <p>Watch and listen to TV or radio broadcasts in the language studied</p> <p>Explore an area of interest on the Internet.</p> <p>Establish contact with target language school or person via the Internet.</p>	<p>Teach some of the target language to peers or younger children.</p> <p>Do volunteer work in the community using the target language.</p> <p><u>Personal Enrichment</u></p> <p>Attend/participant activity in target culture festival.</p> <p>Explore cultural components on the Internet.</p> <p>Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken.</p> <p>Attend museum with target culture exhibit on display.</p> <p>Watch and listen to TV or radio broadcasts in the language studied.</p> <p>Explore an area of interest on the Internet.</p> <p>Establish contact with target language school or person via the Internet.</p>	<p>to peers or younger children.</p> <p>Do volunteer work in the community using the target language.</p> <p><u>Personal Enrichment</u></p> <p>Explore cultural components on the Internet.</p> <p>Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken.</p> <p>Attend museum with target culture exhibit on display</p> <p>Watch and listen to TV or radio broadcasts in the language studied</p> <p>Explore an area of interest on the Internet</p> <p>Establish contact with target language school or person via the Internet.</p>
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