

STMA District 885 World Language Program Goals, Standards, and Benchmarks



2014



**STMA District 885 World Language Program
Goals, Standards, and Benchmarks**

Goal 1: COMMUNICATION: Students communicate in languages other than their primary language.

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Spanish Grade 8 & Chinese Level 1

Ask and answer simple yes/no question and answers, exchange basic personal information, share likes and dislikes, engage in structured dialogues and skits, give and follow simple instructions, acquire and practice basic vocabulary, and perform simple presentations.

Spanish LEVEL 1 & Chinese Level 1

Perform short, directed situational dialogues, participate in conversations and prepared skits, dialogues, and presentations, describe and compare, elaborate and express agreement and disagreement of opinions.

Spanish & Chinese Level 2:

Prepare group oral projects, perform impromptu or prepared dialogues, compare and contrast topics orally, perform interviews and take messages.

Levels 3 & 4:

Use persuasive arguments, participate in oral discussions of poetry and/ or literature, reinforce language skills through use of film, and deliver formal presentations.

Level 5:

Use advanced use of language in oral discussions in all formats.



Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

GRADE 8:

Follow simple commands and directions, complete teacher-directed drawings, demonstrate an understanding of items using recorded and written formats, label objects and places, work with simple readings, and respond to simple comprehension check questions (i.e. yes/no, either/or, what/is).

LEVEL 1:

Listen to, read, and understand peer presentations and authentic media. Summarize verbal and written information.

LEVEL 2:

Extract basic concepts from recorded presentations by fluent speakers and/or literature, and read, understand, and critique authentic literature in a variety of formats.

LEVELS 3, 4 & 5:

Analyze characters, plot development, and themes from target language film clips, films, and / or literature and read, understand, and critique authentic literature in a variety of formats in the target language.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GRADE 8:

Use a variety of vocabulary to write basic declarative statements and questions, complete simple, directed writing assignments and use dialogues and skits for presentation.

LEVEL 1:

Write simple short stories and/or poetry, demonstrate improved writing ability through the use of transition words and extended vocabulary, create media to present info, and perform basic role play.

LEVEL 2:

Present information in the target language, write essays, give and follow basic step by step instructions or directions to complete a task, and perform guided or impromptu role-playing.



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LEVELS 3, 4 & 5:

Summarize, analyze, and interpret literature, film, art, or poetry. Produce projects, poetry, and/or advertisements. Produce extended writing. Research and present information in the target language. Give step-by-step instructions. Explain and narrate events that occurred in the past.

GOAL 2: CULTURE: Students gain knowledge and understanding of other cultures.

Standard 2.1: Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studied.

GRADE 8:

Perform basic, appropriate oral and written greetings, learn variations in calendar, time telling, use of titles of respect and register in a manner appropriate to the target culture, demonstrate knowledge of family structures and rules, discuss and understand cultural customs, holidays, and traditions, increase awareness of socially approved behaviors, and learn the appropriate use of punctuation.

LEVEL 1 & 2:

Identify and react to cultural perspectives and practices in the culture studied. Recognize and interpret language and behaviors that are appropriate to the target culture. Identify some commonly held generalizations about the culture studied. Identify social and geographical factors that affect cultural practices. Identify common words, phrases and idioms that reflect the culture.

LEVELS 3, 4 & 5:

Study people of historic and current influence in target culture. Perform analyses of culturally relevant films or film clips. Acquire travel terminology in target language. Study and discuss examples of the target culture's art, music, poetry and cuisine.

Standard 2.2: Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.

GRADE 8, Levels 1 & 2:

Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the



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culture studied such as: art, literature, music, dance, etc. Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture studied. Identify expressive forms of the target culture. Recognize the contributions of the target culture. Identify the products of the target country/countries.

LEVELS 3, 4 & 5:

Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied such as: art, literature, music, dance, etc. Discuss and analyze external factors, which affect products/contributions of the culture studied. Analyze the expressive forms of the target culture; such as art, literature, music, dance, etc. Explain objects, images and symbols of the target culture. Analyze the contributions of the target culture. Identify the economic/social impact of products on the world market (Chinese only).

GOAL 3: CONNECTIONS: Students connect with other disciplines and acquire information.

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the target language.

GRADE 8:

Learn vocabulary and participate in discussions related to other school subjects, grammatical structures, etc. between the primary and target languages.

LEVEL 1:

Study or produce projects in fine arts, current events, history, mathematics, and/or geography.

LEVEL 2:

Discuss environmental issues. Study or produce projects in fine arts, current events, history, mathematics, and/or geography.

LEVELS 3, 4, & 5:

Analyze and interpret environmental issues. Study or produce projects in fine arts, current events, history, mathematics, and/or geography.



Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

GRADE 8:

Extract information from target language resources to acquire information and alternate perspectives.

LEVELS 1 & 2:

Explore various perspectives presented in the target cultures' art, literature, music, nutrition, lifestyle, sports, or various academic disciplines.

LEVELS 3, 4, & 5:

Analyze and/or compare environmental issues, governments, politics, history, current events, and art through the use of films, authentic reading materials, television advertisements, music, and/or other sources intended for native speakers.

GOAL 4: COMPARISONS: Students develop insight into the nature of language and culture.

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

GRADE 8- LEVEL 5: Learn cognates and borrowed words. Compare uses of punctuation. Practice and apply idiomatic expressions. Learn relevance of word order and meaning. Compare grammatical structures in English and the target language. Make distinctions between pronunciation in English and the target language. Show mastery of critical sound distinctions in the target language. Learn to use grammatical gender. Learn to differentiate time, tense, and other linguistic elements.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

GRADE 8- Level 5: Compare and build an awareness of nonverbal gestures, idiomatic expressions, time systems, styles of dress, etiquette, use of leisure time, family and gender relationships, holidays and celebrations, political and economic systems, and literature and the performing arts.



GOAL 5: COMMUNITIES: Students participate in multilingual communities at home and around the world.

Standard 5.1: Students use the language both within and beyond the school setting.

GRADE 8:

Use simple target language vocabulary in home settings and at school.

LEVELS 1 - 5:

Use simple target language vocabulary in home settings and through the use of arts and crafts. Have the opportunity to participate in clubs or other activities that benefit the school or community. Interview exchange students about target language topics.

Create, write, and illustrate simple books to share with younger children. Use technology mediums to communicate outside of the classroom with other target language speakers or learners. Participate in interclass discussion groups. Students may have opportunity to contribute to or participate in the community's cultural and fine arts programs. Attend field trips to culturally appropriate community sites. Participate in community service projects.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

GRADE 8- LEVEL 5:

Play sports or games from the target culture. Watch television and movies in the target language. Attend concerts or listen to recorded music and radio broadcasts in the target language. Use cultural and language sites on the internet to enhance knowledge and cultural enjoyment. Attend cultural events related to art, music, and dance from the target culture. Travel to countries studied in language classes. Read literature in the target language for both information and enjoyment.