

K-12 Foreign Language

# Alignment of Benchmarks and Indicators by Standard



## Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

# Grades K-4

Benchmark A: Ask and answer questions and share preferences on familiar topics.

## Kindergarten

Interpersonal

- 1. Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday month, day of the week, weather).
- 2. Tell about emotions and states (e.g., I'm sad. I'm fine.).

#### Grade One

Interpersonal

- 1. Ask and answer simple questions about personal information and other familiar topics (e.g., family members, weather, today's date, pets, school supplies).
- 2. Ask and tell how they are (e.g., How are you? I'm okay.).

#### **Grade Two**

Interpersonal

1. Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/¿Cuál es tu color favorito? What fruit don't you like?/ Welche Frucht hast du nicht gern?).

## **Grade Three**

Interpersonal

- 1. Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).
- 2. Share likes/dislikes and simple preferences in everyday situations (e.g., favorites, hobbies, school).

## **Grade Four**

Interpersonal

1. Ask and answer questions about personal needs and wants (e.g., school supplies, food, health).

Benchmark B: Exchange personal information.

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*Interpersonal* 3. Exchange greetings.

**Grade One** 

Interpersonal 3. Copy and exchange simple messages (e.g., holiday greetings, thank-you

notes, birthday wishes).

**Grade Two** 

*Interpersonal* 2. Exchange simple messages (e.g., telephone conversations, thank-you

notes) following a model.

**Grade Three** 

*Interpersonal* 3. Exchange brief, guided messages with friends (e.g., introductions,

postcards, e-mail).

**Grade Four** 

Interpersonal 2. Exchange information about personal interests (e.g., likes, dislikes, what

they are doing, what they are planning to do).

Benchmark C: Request clarification.

#### Kindergarten

Interpersonal 4. Respond to questions seeking clarification (e.g., Do you want red or

blue? Do you understand? What is this?).

**Grade One** 

Interpersonal 4. Use memorized expressions to seek clarification (e.g., I don't

understand./No entiendo. Again, please/Noch einmal, bitte.).

**Grade Two** 

Interpersonal 3. Ask questions for clarification about daily activities and classroom

routines (e.g., What's for lunch? Who's the line leader?).

**Grade Three** 

Interpersonal 4. Ask questions to clarify instructions (e.g., What do I do first? May I use

a pen?).

#### **Grade Four**

Interpersonal

3. Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).

**Benchmark D:** Give and follow a short sequence of instructions.

## Kindergarten

Interpersonal

5. Follow simple classroom instructions (e.g., Sit down. Be quiet. Go to the board.).

## **Grade One**

Interpersonal

5. Repeat and follow a simple sequence of instructions (e.g., Take out a sheet of paper and write your name. Touch your nose and jump three times.).

#### **Grade Two**

Interpersonal

4. Make simple requests for peers to follow (e.g., Stand up./Tatte kudasai. Steh auf. Turn around./Da la vuelta. Listen./tīng.).

#### **Grade Three**

Interpersonal

5. Give and follow simple instructions in order to participate in ageappropriate classroom and/or cultural activities (e.g., simple cooking, crafts, folk dancing).

## **Grade Four**

Interpersonal

4. Give and follow a sequence of instructions (e.g., how to play a game, how to get to a certain place).

**Benchmark** E: Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

## Kindergarten

Interpretive

6. Respond to simple requests (e.g., Stand up./Levántate. Raise your hand./ Lève la main. Walk./Zou.).

#### **Grade One**

Interpretive

6. Follow simple oral or signed directions (e.g., Bring me the book./Bring mir das Buch. Qing gei wo na ben shu.).

#### **Grade Two**

Interpretive

- 5. Respond to a sequence of requests (e.g., Go to the door and knock three times./Camina a la puerta y toca tres veces.).
- 6. Read and follow simple directions (e.g., Write your name./Namae o kaite kudasai. Color the flower red./Colorea la flor roja.).

#### **Grade Three**

Interpretive

6. Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).

#### **Grade Four**

Interpretive

5. Follow a series of requests or instructions (e.g., make a sandwich, follow a treasure hunt map).

Benchmark F: Identify people and objects based on descriptions.

## Kindergarten

Interpretive

- 7. Identify and/or match pictures relating to oral or signed descriptions (e.g., Point to a man. Find an apple.).
- 8. Arrange objects in a floor or table graph according to likes or dislikes (e.g., I like the color red./Me gusta el color rojo. I hate spinach./Horenso wa kirai desu.).

#### Grade One

Interpretive

- 7. Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre-moi un grand homme. Find the red apple./Finde den roten Apfel.).
- 8. Sort words and phrases into categories (e.g., animals that live on the farm, in the jungle).

## **Grade Two**

Interpretive

- 7. Identify accurate and inaccurate descriptions of people and objects (e.g.,
  - Snow is cold. The ball is square.).

#### **Grade Three**

Interpretive

7. Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn Diagrams).

#### **Grade Four**

Interpretive

6. Create and use graphic organizers (e.g., Venn Diagrams, webs).

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound

correspondences and contextual cues.

## Kindergarten

Interpretive

9. Understand new words from the use of pictures within a text.

## **Grade One**

Interpretive

9. Identify and say alphabet and sound-symbol correspondence (e.g., "b" as in "bateau," "n" as in HET).

#### **Grade Two**

Interpretive

8. Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).

#### **Grade Three**

Interpretive

8. Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of word families).

#### **Grade Four**

*Interpretive* 

7. Decode the meaning of phrases and sentences from contextual cues.

Benchmark H: Identify the main idea and describe characters and setting in oral, signed or written

narratives.

## Kindergarten

Interpretive

10. Sequence illustrations of events in a familiar children's story (e.g., pictures, props).

#### **Grade One**

Interpretive

- 10.Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing word, draw pictures, answer simple questions).
- 11.Respond (e.g., raise hand, clap hands) to specific information (e.g., key words, phrases, ideas) in live, signed or recorded stories.

#### **Grade Two**

Interpretive

- 9. Answer simple questions concerning essential elements of a story (e.g., who? what? when? where? how?).
- 10. Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics).
- 11. State the main point of a familiar narrative.

**Grade Three** 

Interpretive

9. Identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements).

**Grade Four** 

Interpretive

8. Identify and state the main idea, and describe characters and settings of narratives and media presentations.

Benchmark I: Dramatize songs, short stories, poetry or activities.

## Kindergarten

Presentational

11.Recite short poems/rhymes or sing/sign songs with appropriate body movements.

#### **Grade One**

Presentational

12.Role play simple messages (e.g., It's hot./Hace calor. The baby cries./Das Baby weint.).

## **Grade Two**

Presentational

12. Recite a poem or rhyme with body movements.

#### **Grade Three**

Presentational

10.Dramatize songs, poetry, short personal stories or dialogues.

#### **Grade Four**

Presentational

9. Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).

**Benchmark J:** Tell or retell stories.

Kindergarten

Presentational 12.Draw a picture based on a story.

**Grade One** 

Presentational 13.Retell a story (e.g., sequence pictures, draw favorite scenes).

**Grade Two** 

Presentational 13.Retell or dramatize a poem, rhyme or familiar children's story.

14. Present readings of short, familiar texts containing memorized or highly

practiced phrases.

**Grade Three** 

Presentational 11. Share familiar stories with others orally, visually or in writing.

**Grade Four** 

*Presentational* 10.Write and tell a simple, original story.

Benchmark K: Present information orally, signed or in writing.

Kindergarten

Presentational 13.Name or place labels on common objects/places.

Grade One

Presentational 14.Describe characteristics of pictures to others (e.g., a big yellow bus/un

camión grande y amarillo; a red triangle/Hóng sān jiao).

**Grade Two** 

Presentational 15.Label familiar objects or people (e.g., school supplies, family members,

geometric shapes) and share with others.

Grade Three

Presentational 12.Show and tell likes and dislikes (e.g., I like my teddy bear./Me gusta mi

osito. I don't like spinach./ Horenso wa kirai desu.).

#### **Grade Four**

Presentational

11.Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).

**Benchmark L:** Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

## Kindergarten

Presentational

No indicator at this grade level.

#### Grade One

Presentational

15. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.

#### **Grade Two**

Presentational

16.Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.

#### **Grade Three**

Presentational

13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences.

#### **Grade Four**

Presentational

12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors).

# Grades 5-8

Benchmark A: Engage in oral, written or signed conversation on familiar topics.

## **Grade Five**

*Interpersonal* 1. Carry on simple conversations about familiar topics (e.g., family, food,

school).

2. Exchange written communication (e.g., e-mail, e-pals, phone pals, notes,

letters).

**Grade Six** 

Interpersonal 1. Carry on conversations or interviews about familiar topics (e.g., school

rules, sport teams, movies, music).

**Grade Seven** 

Interpersonal 1. Engage in oral, visual or written exchanges to obtain and provide

information related to target language cultures or topics from other

content areas.

**Grade Eight** 

Interpersonal 1. Interview others to obtain information about cultural and content-

related concepts (e.g., school, traditions, the arts).

**Benchmark B:** Express personal preferences and feelings, and support opinions.

**Grade Five** 

*Interpersonal* 3. Express feelings, emotions or opinions.

**Grade Six** 

*Interpersonal* 2. Exchange opinions about familiar topics in written, oral or signed form

(e.g., favorite pet, homework).

**Grade Seven** 

Interpersonal 2. Express, discuss and support feelings, emotions or opinions about

familiar topics.

**Grade Eight** 

Interpersonal 2. Exchange information and support opinions about a given problem

(e.g., directions, relationships, school situations).

Benchmark C: Request and provide clarification.

**Grade Five** 

Interpersonal 4. Ask and answer questions to clarify information (e.g., videos,

conversations).

**Grade Six** 

Interpersonal 3. Clarify meaning through logical sequencing (e.g., First, he opened the

door. Then, he came in. Finally, he spoke.).

**Grade Seven** 

*Interpersonal* 3. Clarify meaning (e.g., restatement, asking questions).

**Grade Eight** 

*Interpersonal* 3. Clarify ambiguities (e.g., I meant Paul, not John.).

**Benchmark D:** Give and follow multistep directions.

**Grade Five** 

Interpersonal 5. Give and follow oral, signed and/or written requests.

**Grade Six** 

Interpersonal 4. Give and follow a short sequence of oral, signed and/or written

requests.

Grade Seven

Interpersonal 4. Give and follow a short series of oral, signed and/or written requests.

**Grade Eight** 

*Interpersonal* 4. Give and follow a series of oral, signed and/or written requests.

Benchmark E: Use culturally appropriate language and gestures in a variety of social settings.

**Grade Five** 

Interpersonal 6. Demonstrate understanding of cultural topics through role play (e.g.,

family dynamics, historical events, shopping).

#### **Grade Six**

Interpersonal 5. Use culturally appropriate gestures in everyday social situations (e.g.,

greetings, farewells, introductions).

**Grade Seven** 

*Interpersonal* 5. Use appropriate language and gestures when interacting with peers and

adults in a variety of social settings.

**Grade Eight** 

Interpersonal 5. Use appropriate language and gestures when interacting with peers and

adults in a variety of social settings.

**Benchmark F:** Follow multistep directions.

#### **Grade Five**

*Interpretive* 7. Follow directions for activities (e.g., games, arts and crafts).

**Grade Six** 

*Interpretive* 6. Respond appropriately to complex directions (e.g., getting to school,

completing a craft project).

**Grade Seven** 

*Interpretive* 6. Respond appropriately to complex directions (e.g., making accent marks

on the computer, completing a report).

**Grade Eight** 

*Interpretive* 6. Respond appropriately to complex directions (e.g., accessing Internet

Web sites, solving multistep mathematical problems).

Benchmark G: Derive meaning using aural, visual and contextual clues.

#### **Grade Five**

Interpretive

8. Recognize and explain common idiomatic expressions (e.g., Hace frío./ It makes cold. - It's cold.; J'ai faim./I have hunger. - I'm hungry.; Quid

agis?/What are you doing? - How are you?).

9. Interpret and imitate culturally appropriate nonverbal communication (e.g., gestures, proximity).

#### **Grade Six**

*Interpretive* 7. Interpret culturally appropriate verbal and nonverbal communication

(e.g., interjections, gestures, proximity).

**Grade Seven** 

*Interpretive* 7. Derive meaning through the use of various clues (e.g., prefixes, suffixes,

root words, cognates, intonation, word order).

**Grade Eight** 

*Interpretive* 7. Derive meaning through the use of various clues (e.g., word order, tone,

purpose).

**Benchmark H:** Identify a speaker's or author's purpose and discuss the main idea, characters and supporting details in a variety of media.

## **Grade Five**

*Interpretive* 10.Identify the purpose, main idea, characters, setting and important events

in age-appropriate media (e.g., print, visual, audio).

**Grade Six** 

*Interpretive* 8. Identify the purpose and main idea, and describe characters, setting and

important events in age-appropriate media (e.g., print, audio, visual).

**Grade Seven** 

Interpretive 8. Outline information gathered from a nonfiction source (e.g.,

newspapers, magazines, Web sites, historical texts).

9. Predict the outcome of a story from age-appropriate media (e.g., print,

audio, visual).

**Grade Eight** 

*Interpretive* 8. Provide a different ending to a story.

9. Use information from authentic sources (e.g., primary, secondary) to

summarize, make generalizations and draw conclusions.

**Benchmark I:** Narrate an event, a personal experience or an original story.

#### **Grade Five**

Presentational 11. Write or tell about an event or personal experience (e.g., class trip, getting

a new pet).

#### **Grade Six**

Presentational 9. Narrate orally, visually or in writing, with relevant details, an event or

personal experience (e.g., special celebrations, family trip).

**Grade Seven** 

Presentational 10.Write, tell or dramatize an original story using description, narration and

detail.

**Grade Eight** 

Presentational 10.Report on a past or present event (e.g., Caesar's assassination, major

school activity).

Benchmark J: Present original work and cultural material.

## **Grade Five**

Presentational 12.Create a simple presentation (e.g., historical skit, song, rap, diorama,

report) for a variety of audiences.

13. Explain a process to peers (e.g., a game, craft, technique).

**Grade Six** 

Presentational 10.Create and present student-generated works (e.g., skits, songs, poems,

stories, reports).

**Grade Seven** 

Presentational 11.Produce and share informal and formal communication (e.g., fliers,

posters, videos).

**Grade Eight** 

Presentational 11.Present a simulation of a cultural event (e.g., celebration, holiday).

12. Produce informal and formal written materials (e.g., newsletters,

student publications of prose or poetry, Web sites) for specific

audiences.

**Benchmark K:** Apply age-appropriate writing process strategies to publish a document for a range of audiences.

#### **Grade Five**

Presentational 14.Apply age-appropriate writing process strategies (prewriting, drafting,

revising, editing, publishing).

## **Grade Six**

Presentational 11.Apply age-appropriate writing process strategies (prewriting, drafting,

revising, editing, publishing).

**Grade Seven** 

Presentational 12. Apply age-appropriate writing process strategies (prewriting, drafting,

revising, editing, publishing).

**Grade Eight** 

Presentational 13. Apply age-appropriate writing process strategies (prewriting, drafting,

revising, editing, publishing).

# Grades 9-12

**Benchmark A:** Interact using extended spoken, signed or written communication by providing and obtaining information.

## **Grade Nine**

Interpersonal 1. Exchange information via letters, e-mail/video mail, notes,

conversations or interviews on familiar topics (e.g., school events,

weekend activities, memorable experiences, family life).

**Grade Ten** 

Interpersonal 1. Discuss current events and issues (e.g., immigration, environmental

concerns).

2. Create, explain and participate in a group activity that requires multiple

steps (e.g., game, scavenger hunt, making a craft).

**Grade Eleven** 

*Interpersonal* 1. Initiate, sustain and conclude conversations on a variety of personal,

general knowledge and academic topics.

**Grade Twelve** 

Interpersonal 1. Initiate, sustain and conclude conversations on a wide variety of

personal, general knowledge and academic topics.

Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.

#### **Grade Nine**

*Interpersonal* 2. Express and compare opinions and preferences about information

gathered regarding events, experiences and other school subjects.

**Grade Ten** 

Interpersonal 3. Express and support opinions about topics appropriate to grade level

(e.g., cars, dating, music, fashion, sports).

#### Grade Eleven

Interpersonal

- 2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).
- 3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.

#### **Grade Twelve**

Interpersonal

- 2. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.
- 3. Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.

**Benchmark C:** Use a wide range of strategies to negotiate meaning.

#### **Grade Nine**

Interpersonal

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

## Grade Ten

Interpersonal

4. Clarify meaning (e.g., elaboration, questioning).

## **Grade Eleven**

Interpersonal

4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).

## **Grade Twelve**

Interpersonal

4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).

Benchmark D: Give and follow a series of complex directions.

#### **Grade Nine**

Interpersonal

4. Give and follow directions, instructions and requests (e.g., installing software, dance steps).

#### **Grade Ten**

Interpersonal 5. Give and follow directions, instructions and requests (e.g., changing a

tire, treating an injury).

**Grade Eleven** 

Interpersonal 5. Give and follow directions, instructions and requests (e.g., balancing a

checkbook, upgrading software, filling out college applications).

**Grade Twelve** 

*Interpersonal* 5. Give and follow complex directions, instructions and requests (filling

out job applications, renting an apartment).

Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.

#### **Grade Nine**

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

Grade Ten

Interpersonal 6. Use appropriate language and gestures in culturally authentic social

contexts (e.g., ordering in a restaurant, seeking medical attention,

making and responding to an invitation).

Grade Eleven

Interpersonal 6. Use appropriate language and gestures in a wide range of culturally

authentic social contexts (e.g., giving driving directions, expressing

apologies, offering advice).

**Grade Twelve** 

*Interpersonal* 6. Role play in a wide range of culturally authentic social and/or

professional contexts using appropriate language and gestures (e.g.,

family gathering, job interview, recitation).

Benchmark F: Follow complex oral, signed or written directions and requests.

## **Grade Nine**

Interpretive 6. Follow directions, instructions and requests (e.g., recipes, travel

directions, prompts on ATMs).

#### **Grade Ten**

*Interpretive* 7. Follow directions, instructions and requests (e.g., using voice mail, travel

options).

**Grade Eleven** 

*Interpretive* 7. Follow complex directions, instructions and requests (e.g., product

assembly, using a calling card).

**Grade Twelve** 

*Interpretive* 7. Follow complex oral, written or signed directions, instructions and

requests (e.g., automated telephone prompts, product assembly).

Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.

#### **Grade Nine**

*Interpretive* 7. Use listening and reading strategies (e.g., skimming and scanning

techniques) to determine main idea and purpose.

**Grade Ten** 

Interpretive 8. Use listening and reading strategies (e.g., identifying key words and

phrases) to determine tone and intended audience.

**Grade Eleven** 

Interpretive 8. Use listening and reading strategies (e.g., answering focused questions)

to anticipate outcome or content.

**Grade Twelve** 

Interpretive 8. Use listening and reading strategies (e.g., applying prior knowledge) to

make inferences and draw conclusions.

**Benchmark H:** Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.

#### Grade Nine

#### Presentational

- 8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.
- 9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).

#### **Grade Ten**

## Presentational

- 9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).
- 10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).

#### Grade Eleven

## Presentational

- 9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).
- 10.Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).

### **Grade Twelve**

#### Presentational

- 9. Present and support an opinion using information from articles, documentaries or historical narratives.
- 10. Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).

Benchmark I: Create presentations on a range of original or authentic expressive products.

#### **Grade Nine**

Presentational

10. Create and present a narrative (e.g., current events, personal experiences, school happenings).

#### Grade Ten

Presentational

11. Present an age-appropriate song, story or poem from the target language culture.

#### Grade Eleven

Presentational 11.Create texts (e.g., short stories, poems, skits) based on themes/

perspectives (e.g., family, dating, careers, music) from the target

culture.

12.Perform scenes from literature studied.

#### **Grade Twelve**

Presentational 11. Create and present a wide range of personal, historical and cultural texts

(e.g., skits, monologues, plays, reports, slide shows, digital videos, CD-

ROMs).

**Benchmark J:** Present information and ideas on a range of topics.

## **Grade Nine**

Presentational 11.Present differences in products and practices (e.g., sports, celebrations,

school life) found in the target culture.

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

of literature.

#### Grade Ten

Presentational 12. Write and present a speech on a cultural or historic topic, or on a personal

experience.

13. Write and send informal/formal letters for a variety of purposes (e.g.,

introducing oneself, acquiring information, applying for a job).

## **Grade Eleven**

Presentational 13.Debate a current or historical issue (e.g., right to vote, slavery).

#### **Grade Twelve**

Presentational 12.Present analyses and personal reactions to authentic written texts.

13.Prepare and present a research-based analysis of a current event from

the perspective of both the United States and the target culture.

**Benchmark K:** Apply age-appropriate writing process strategies to produce a variety of documents for publication.

**Grade Nine** 

Presentational 13. Apply age-appropriate writing process strategies (prewriting, drafting,

revising, editing, publishing).

**Grade Ten** 

Presentational 14. Apply age-appropriate writing process strategies (prewriting, drafting,

revising, editing, publishing).

**Grade Eleven** 

Presentational 14. Apply age-appropriate writing process strategies (prewriting, drafting,

revising, editing, publishing).

**Grade Twelve** 

Presentational 14.Apply age-appropriate writing process strategies (prewriting, drafting,

revising, editing, publishing).

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

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

# Grades K-4

Benchmark A: Observe, identify and describe simple patterns of behavior of the target culture.

## Kindergarten

**Practices** 

1. Identify items or pictures relating to celebrations, traditions, holidays or events of the target culture (e.g., birthdays, the New Year).

#### Grade One

**Practices** 

1. Name important traditions, holidays or events.

#### **Grade Two**

**Practices** 

1. Identify appropriate patterns of behavior (e.g., gestures used with friends and family).

#### **Grade Three**

**Practices** 

1. Tell about typical daily activities of target language peers (e.g., school, home).

## **Grade Four**

Practices

- 1. Describe daily routines of target language peers learned through media or technology.
- 2. Identify some common beliefs and attitudes within the target culture (e.g., social etiquette, roles of individual family members).

**Benchmark B:** Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

## Kindergarten

**Practices** 

- 2. Sing/sign songs, play games and celebrate events from the target culture.
- 3. Imitate classroom gestures and courtesy expressions commonly used in the target culture (e.g., greet teacher, wave goodbye, say thank you).

#### **Grade One**

**Practices** 

- 2. Sing/sign songs, play games and celebrate events from the target culture.
- 3. Observe and imitate appropriate patterns of behavior (e.g., gestures used with friends and family) of the target culture.

#### Grade Two

**Practices** 

- 2. Use appropriate gestures with target language expressions (e.g., asking permission, passing out materials, etiquette, greetings and leave taking).
- 3. Sing/sign songs, play games and celebrate events from the target culture.

#### **Grade Three**

**Practices** 

- 2. Describe and use appropriate patterns of behavior (e.g., greetings or gestures used with friends and family) of the target culture.
- 3. Sing/sign songs, play games and celebrate events from the target culture.
- 4. Demonstrate formal and informal manners of communication.

#### **Grade Four**

**Practices** 

3. Participate in cultural activities (e.g., games, songs, holiday celebrations).

**Benchmark C:** Observe, identify, describe and reproduce objects, images and symbols of the target culture.

## Kindergarten

**Products** 

- 4. Identify items from the target culture (e.g., clothing, foods, toys, origami, God's eye).
- 5. Make or imitate simple culture items (e.g., flag, song).

#### **Grade One**

Products

- 4. List examples of cultural items (e.g., food, clothing, toys).
- 5. Imitate musical patterns and identify musical instruments from the target culture (e.g., salsa rhythms, zither).

#### **Grade Two**

**Products** 

- 4. Make a tangible cultural product (e.g., a craft, toy, food, flag).
- 5. Identify characteristics of cultural items (e.g., toys, clothing, foods).
- 6. Identify well-known, contemporary or historical people from the target culture (e.g., athletes, artists).

#### **Grade Three**

**Products** 

- 5. Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags).
- 6. Discuss and reproduce a product from the target culture (e.g., flags, foods, monuments).

## **Grade Four**

**Products** 

- 4. Identify and describe objects, images and symbols of the target culture (e.g., monuments, flags, dwellings).
- 5. Identify, read about or participate in expressive products of target culture peers (e.g., selections from children's literature, types of artwork, dances).

**Benchmark D:** Identify distinctive contributions made by people in the target culture.

## Kindergarten

**Products** 

6. Identify some major contributions from the target culture (e.g., food, sports, music).

## **Grade One**

Products 6. Identify some major contributions from the target culture (e.g., food,

sports, music).

**Grade Two** 

Products 7. Identify some major contributions from the target culture (e.g., food,

sports, music).

**Grade Three** 

Products 7. Identify some major contributions from the target culture (e.g., in

science, medicine, fashion).

**Grade Four** 

Products 6. Identify contributions of people from the target culture (e.g., explorers,

musicians, scientists).

# Grades 5-8

**Benchmark A:** Investigate, discuss and report on practices and perspectives of the target culture.

## **Grade Five**

**Practices** 1. Identify and report on selected practices of the target culture (e.g., table

manners, gestures, personal distance, holiday celebrations).

#### **Grade Six**

**Practices** 1. Discuss social conventions of the target culture (e.g., shopping, afterschool activities, family, friendships).

2. Discuss appropriate ways to interact with individuals from the target

language culture (e.g., cheek kissing, personal space).

## Grade Seven

**Practices** 1. Research and report on a variety of topics from the target culture (e.g.,

entertainment, nutrition/health, gender roles).

# **Grade Eight**

**Practices** 1. Observe, identify and discuss behavior patterns of the target culture peer group.

2. Identify variations of cultural practices among target language communities (e.g., Senegal/France, Basques in Spain, emperor worship in various regions of the ancient Roman Empire).

**Benchmark B:** Participate in and discuss age-appropriate cultural practices.

#### **Grade Five**

**Practices** 2. Perform age-appropriate songs, games, dances and plays.

> 3. Role play appropriate ways to interact with individuals from the target culture (e.g., attracting the attention of a deaf person, removing shoes in

a house).

#### **Grade Six**

**Practices** 3. Investigate and simulate holidays observed by the target culture (e.g.,

Day of the Dead, Chinese New Year, Lupercalia).

#### Grade Seven

Practices

2. Interact verbally and nonverbally in a variety of situations using culturally appropriate etiquette (e.g., at a celebration, in a restaurant, as a guest in someone's home, at a sporting event).

## **Grade Eight**

**Practices** 

3. Participate in age-appropriate cultural practices (e.g., games, sports, entertainment).

**Benchmark C:** Investigate, discuss and report on products and perspectives of the target culture.

#### **Grade Five**

**Products** 

4. Discuss the use of products of the target culture (e.g., music, clothing, food, transportation).

#### **Grade Six**

**Products** 

- 4. Investigate and report on products of the target culture (e.g., music, traditional clothing, food, art).
- 5. Investigate and demonstrate how products are used in daily life (e.g., clothing, food, transportation).

## **Grade Seven**

**Products** 

- 3. Identify important symbols associated with the target culture (e.g., Roman eagle, French fleur-de-lis) and explain their significance.
- 4. Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live).

## **Grade Eight**

**Products** 

- 4. Reproduce artifacts from the target culture (e.g., painting, origami, ancient Roman lamp, piñatas).
- 5. Discuss expressive products of the target culture (e.g., art, literature, music, dance).

Benchmark D: Identify significant contributions and historical figures from the target culture.

## **Grade Five**

Products

5. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).

## **Grade Six**

Products

6. Identify and describe well-known contributions of the target culture (e.g., literature, types of governments, religions).

## **Grade Seven**

**Products** 

5. Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).

## **Grade Eight**

**Products** 

6. Identify major contributions and historical figures from the target culture (e.g., paper making, textiles, aqueducts, medicine, leaders, inventors).

# Grades 9-12

**Benchmark A:** Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.

#### **Grade Nine**

Practices 1. Investigate and report on cultural events (e.g., rites of passage).

## **Grade Ten**

Practices 1. Analyze and discuss behavior patterns of peers in the target culture.

#### Grade Eleven

Practices 1. Identify, analyze and discuss various patterns of behavior or interaction

typical of the culture studied (e.g., use of public transportation, dating,

salutations).

2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.

# Grade Twelve

**Practices** 

- 1. Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., indigenous peoples, rural versus urban communities, social classes).
- 2. Analyze how people in the target culture view the role of the United States in the world.
- 3. Recognize and interpret elements of humor and satire in the target language and culture.
- 4. Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, terrain).

**Benchmark B:** Participate in and discuss a wide variety of cultural practices.

#### **Grade Nine**

**Practices** 

- 2. Participate in age-appropriate cultural practices (e.g., music, dance, drama).
- 3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).

#### Grade Ten

## Practices

- 2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).
- 3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).

## Grade Eleven

**Practices** 

3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).

#### **Grade Twelve**

**Practices** 

5. Identify and simulate regionalisms of the target culture (e.g., dress/costumes, foods, homes) and language (e.g., vocabulary, expressions, pronunciation/dialect).

**Benchmark C:** Analyze, discuss and report on a wide variety of products and perspectives of the target culture.

#### **Grade Nine**

#### **Products**

- 4. Identify and explain cultural and literary elements of a variety of texts.
- 5. Explain objects, images and symbols of the target culture (e.g., maneki neko—Japanese cat of happiness and good fortune; Chinese dragon; guyabera—Mexican short sleeved man's shirt; hijab—Arab female headcovering; kafeeyah—Arab male headcovering).

## **Grade Ten**

Products

4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).

## **Grade Eleven**

**Products** 

- 4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).
- 5. Examine media from the target culture to determine social, political and economic trends.

#### **Grade Twelve**

**Products** 

- 6. Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time.
- 7. Identify, discuss and analyze social, economic and political intangible products of the target language culture (e.g., conversion to the Euro, limited versus universal suffrage).
- 8. Experience, discuss and analyze selections from various literary genres and the fine arts of the target culture.

Benchmark D: Analyze, discuss and report on significant contributions from the target culture.

#### **Grade Nine**

**Products** 

- 6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture.
- 7. Discuss the contributions of famous people from the target culture.

#### Grade Ten

Products

- 5. Explain the contributions of the target culture in literature and the fine
- 6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).

#### Grade Eleven

**Products** 

6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.

#### **Grade Twelve**

Products

9. Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus).

# Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

# Grades K-4

Benchmark A: Describe concepts and use skills from across disciplines.

## Kindergarten

Integrated Studies

- 1. Use numbers to count (1-31), add (1-9) and tell the date.
- 2. Describe the weather and seasons.
- 3. Sort objects according to attributes (e.g., color, shape, length, size).
- 4. Identify units of time (e.g., days of the week, months).
- 5. Name and demonstrate the relative position of objects (e.g., over, under, inside, outside).

## Grade One

Integrated Studies

- 1. Identify simple land forms.
- 2. Identify common animals in students' own and the target culture.
- 3. Categorize foods into groups (e.g., fruits, vegetables, grains, meat).
- 4. Count forward to 100.
- 5. Identify elements (e.g., shape, color) in their own and others' artwork.

## **Grade Two**

Integrated Studies

- 1. Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count target culture money, tell time).
- 2. Locate target language country/countries on the globe or world map, using a visual or oral cue.
- 3. Retell a story by charting or graphing important elements, with teacher assistance.

#### **Grade Three**

Integrated Studies

- 1. Investigate concepts from other disciplines (e.g., Fahrenheit versus Celsius thermometers, making change, telling time, names of planets).
- 2. Name and locate on a map the country/countries where the target language is used.
- 3. Play an instrument or produce an art/craft of the target culture.

#### **Grade Four**

Integrated Studies

- 1. Describe and write about topics (e.g., animals, fact/opinion, goods and services) in the target language.
- 2. Use skills (e.g., classifying, labeling, organizing data) in the target language.
- 3. Use target language resources (e.g., community speakers, technology) to reinforce topics.
- 4. Read and interpret pictographs, bar graphs, line graphs, tables or timelines.
- 5. Compare different responses (e.g., parent's, peer's, teacher's, artist's) to the same work of art.

**Benchmark B:** Identify viewpoints of the target culture through authentic sources and expressive products.

## Kindergarten

New Viewpoints

- 6. Repeat names of characters and artifacts in a simple folktale or story using pictures and objects.
- 7. Name objects from the target culture (e.g., simple musical instruments, toys, games, food items) cued by visuals or the objects themselves.

#### Grade One

New Viewpoints

- 6. Listen to a simple, adapted story or folktale from the target culture and name key characters and objects using visuals.
- 7. Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).

#### **Grade Two**

New Viewpoints

- 4. Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts.
- 5. Listen to music from the target culture and name the instruments used.
- 6. Watch a video segment or demonstration of a target culture practice (e.g., celebration, food preparation) and name the key steps or elements involved using visual cues and verbal prompts.

#### **Grade Three**

New Viewpoints

- 4. Explore and discuss topics contained in popular media to gain perspectives about the target culture (e.g., songs, fashion, food, history).
- 5. Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops).
- 6. Create replicas of cultural objects (e.g., origami, piñata, Mardi Gras masks, Christmas shoe, bulla).

#### Grade Four

New Viewpoints

- 6. Use information from target language sources (e.g., articles, Web sites, brochures, ads) to gain insights into other cultures.
- 7. Read, listen to and identify elements in works of children's literature (e.g., characters, setting, plot).

## Grades 5-8

Benchmark A: Investigate and report on concepts from across disciplines.

### **Grade Five**

Integrated Studies

- 1. Gather, organize and present information (e.g., historical, geographical) on selected target language countries or communities.
- 2. Create, label and describe a map (e.g., physical, political, economic) of selected target language countries or communities.
- 3. Plan and present an interdisciplinary project (e.g., cook with metric measurements, create a mural).

### **Grade Six**

Integrated Studies

- 1. Discuss literary works in terms of plot, character, setting or other literary elements (e.g., imagery, alliteration, symbols, genre).
- 2. Identify locations using map skills (e.g., longitude, latitude).
- 3. Compare time zones across various communities or countries.
- 4. Identify similarities and differences in the styles of artists from various world cultures.

### **Grade Seven**

Integrated Studies

- 1. Identify and/or demonstrate styles of authentic music or dance.
- 2. Convert U.S. units of measurement to the measurement system of the target culture.
- 3. Research and discuss health issues of adolescents in the target culture.
- 4. Create and present a project about a target culture community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music).
- 5. Investigate and share findings on how geography and climate influence the lives of people in the target culture.

### **Grade Eight**

Integrated Studies

- 1. Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, the environment).
- 2. Investigate and report on artwork and artists of the target culture.
- 3. Use knowledge of the target language to clarify and expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes).

**Benchmark B:** Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.

### **Grade Five**

New Viewpoints

- 4. Communicate with an e-pal, phone pal or pen pal to obtain information and viewpoints (e.g., protecting the environment, health and fitness, school atmosphere).
- 5. Use predetermined questions to interview a target language speaker for information and viewpoints to complete a project.

#### **Grade Six**

New Viewpoints

- 5. Research and report on global issues (e.g., population growth, food availability, use of natural and consumer resources) from the viewpoint of the target culture.
- 6. Gather, organize and present information and viewpoints related to selected target language countries and communities using ageappropriate sources.

### **Grade Seven**

New Viewpoints

- 6. Summarize coverage of a current event from a target language news source.
- 7. Interview a target language speaker to obtain information for a project in another discipline.

### **Grade Eight**

New Viewpoints

4. Use target language sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, use of pesticides).

## Grades 9-12

Benchmark A: Investigate, analyze and present concepts from across disciplines.

### **Grade Nine**

**Integrated Studies** 

- 1. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena).
- 2. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms).

### Grade Ten

**Integrated Studies** 

- 1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).
- 2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).

### **Grade Eleven**

Integrated Studies

- 1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).
- 2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).
- 3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).

#### **Grade Twelve**

Integrated Studies

- 1. Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the students' own culture and the target culture (e.g., the Great Depression, World War II, political revolution).
- 2. Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues, environmental concerns).
- 3. Acquire and analyze information from a variety of authentic target language resources to complete projects in other disciplines (e.g., reference "Le Monde" for information on French political election, reference Livy for report on the history of Rome).
- 4. Combine information from other disciplines with information from authentic target language sources to complete activities in the foreign language classroom (e.g., tessellations from geometry for Arabic project, ecosystems).

**Benchmark B:** Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

### **Grade Nine**

New Viewpoints

- 3. Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers' experience in U.S., access to technologies).
- 4. Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.

### Grade Ten

New Viewpoints

- 3. Examine how cultural institutions have changed over time (e.g., family, education, government).
- 4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.

#### Grade Eleven

New Viewpoints

- 4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.
- 5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.
- 6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.

### **Grade Twelve**

New Viewpoints

- 5. Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, treatment of the elderly) from the perspective of diverse groups.
- 6. Read, view, listen to and discuss topics in popular media to analyze viewpoints of the target culture.

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

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

## Grades K-4

**Benchmark A:** Identify and describe linguistic structures and writing systems of the target language and English.

## Kindergarten

Linguistic Comparisons

- 1. Distinguish between sounds of the target language and English.
- 2. Imitate sounds of the target language.

### Grade One

Linguistic Comparisons

1. Identify and describe writing systems of the target language and English (e.g., alphabet symbols, reading system - right to left/left to right).

### **Grade Two**

Linguistic Comparisons

1. Identify and describe the sound-symbol associations of English and the target language (e.g., Spanish versus English "rosa;" Latin hard "c" and "g" sounds).

### **Grade Three**

Linguistic Comparisons

1. Compare sound-symbol combinations of English and the target language (e.g., French "eau;" Latin "qu;" Japanese "i" sounds like English "ee").

### **Grade Four**

Linguistic Comparisons

1. Identify and describe writing systems of the target language and English (e.g., characters, directionality).

Benchmark B: Recognize that linguistic structures carry meaning and vary across languages.

### Kindergarten

Linguistic Comparisons

3. Imitate formal and informal language (e.g., vous/tu, Sie/du).

#### Grade One

Linguistic Comparisons

2. Identify formal and informal language (e.g., usted/tú nin/ni).

### **Grade Two**

Linguistic Comparisons

2. Identify levels of politeness, and formal and informal language (e.g., greetings, titles).

### **Grade Three**

Linguistic Comparisons

- 2. Identify cognates, word elements (e.g., prefixes, suffixes, word roots, radicals) and/or borrowed words (e.g., Me gusta el chocolate; J'aime danser; hanbaagaa; tofu; aus-, be-, vers-, wider + sprechen; -ion suffix for feminine words).
- 3. Identify placement of elements in the target language and English (e.g., adjective follows noun in Latin: villa Romana; verb precedes subject in Spanish quesitons: ¿Adónde van los niños?; object comes before verb in Japanese sentences; ma to form questions in Chinese; declensions).
- 4. Identify levels of formal and informal language (e.g., pronouns, verb endings, courtesy expressions).

### **Grade Four**

Linguistic Comparisons

- 2. Identify idiomatic expressions (e.g., tener hambre, il fait froid) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, drama, poems).
- 3. Identify cognates and sentence and grammatical structures (e.g., subject versus indirect object: Mater filiae dabat, victor hostem vincit; Il y a un restaurant dans la rue Charlemagne; Watashi wa ringo o tabemasu) from oral, signed or written texts to drive meaning.
- 4. Differentiate formal and informal language in a variety of situations.

Benchmark C: Identify and describe patterns of behavior in various cultural settings.

### Kindergarten

Cultural Comparisons

4. Identify common names and naming practices between the target culture and students' own culture (e.g., how to address the teacher, patronymics).

### **Grade One**

Cultural Comparisons

3. Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).

#### **Grade Two**

Cultural Comparisons

3. Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).

### **Grade Three**

Cultural Comparisons

5. Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, school routines, family rituals).

### **Grade Four**

Cultural Comparisons

5. Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).

**Benchmark D:** Identify and describe products of the target culture and students' own culture.

### Kindergarten

Cultural Comparisons

5. Sort items into categories related to the target culture and students' own culture (e.g., clothing, flags).

#### Grade One

Cultural Comparisons

4. Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments or famous buildings, bathroom signs).

#### **Grade Two**

Cultural Comparisons

- 4. Identify similarities and differences between tangible products of the target culture and students' own culture (e.g., school supplies, toys).
- 5. Compare means of measurement, currency and time in the target culture and students' own culture (e.g., inches versus centimeters, pesos, yen, Euro versus dollars, 24-hour time, U.S. versus Chinese calendar).

### **Grade Three**

Cultural Comparisons

- 6. Identify similarities and differences between basic products of students' own culture and the target culture (e.g., food, shelter, transportation).
- 7. Identify the similarities and differences between intangible products (e.g., rhymes, songs, folktales) of the target culture and students' own culture.

### **Grade Four**

Cultural Comparisons

6. Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students' own culture.

## Grades 5-8

Benchmark A: Identify and discuss linguistic structures of the target language and English.

### **Grade Five**

Linguistic Comparisons

1. Identify connections between English and the target language (e.g., borrowed words and cognates such as le weekend, patio, veto).

### **Grade Six**

Linguistic Comparisons

1. Identify word roots to determine word meanings.

#### Grade Seven

Linguistic Comparisons

1. Identify prefixes and suffixes to determine word meanings.

### **Grade Eight**

Linguistic Comparisons

1. Identify and discuss less familiar cognates (e.g., culpable, inevitable) and sentence structure comparisons (e.g., placement of prepositions: magna cum laude=with great praise) to improve language skills.

**Benchmark B:** Compare and contrast how linguistic structures carry meaning and vary across languages.

### **Grade Five**

Linguistic Comparisons

2. Compare and contrast writing conventions of the target language and English (e.g., possession, capitalization, directionality, punctuation).

#### **Grade Six**

Linguistic Comparisons

2. Compare and contrast corresponding idiomatic expressions in English and the target language (e.g., English - pulling your leg/Spanish - tomar el pelo; English - from head to toe/Chinese - cóng tóu dao jiao; English - How are you?/ Latin - quid agis?).

### **Grade Seven**

Linguistic Comparisons

2. Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.

## **Grade Eight**

Linguistic Comparisons

- 2. Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., darse cuenta/to realize to give yourself an account; hito no ashi o hipparu/you're interrupting people are pulling on my leg; ab ovo usque ad mala from beginning to end; Tout est bien qui finit bien./All's well that ends well).
- 3. Compare and contrast target language writing conventions with those in English (e.g., paragraph structure, rhetorical devices, placement of topic sentence).

**Benchmark C:** Compare and contrast practices and perspectives of the target culture and students' own culture.

### **Grade Five**

Cultural Comparisons

3. Compare ways of expressing feelings and emotions in the target culture and students' own culture (e.g., voice inflection/volume, facial expressions, gestures, use of personal space, kisses on cheeks).

### **Grade Six**

Cultural Comparisons

- 3. Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports).
- 4. Compare and contrast perspectives related to observances, rites of passage, traditions and celebrations (e.g., veilings, bulla dedications, quinceañera, weddings, Bastille Day, Cerealia).

### **Grade Seven**

Cultural Comparisons

3. Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).

### **Grade Eight**

Cultural Comparisons

4. Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Saturnalia, Holy Week).

**Benchmark D:** Compare and contrast products and perspectives of the target culture and students' own culture.

### **Grade Five**

Cultural Comparisons

4. Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the target culture and students' own culture.

### **Grade Six**

Cultural Comparisons

5. Compare and contrast products related to cultural practices (e.g., veils, fireworks, announcements in the newspaper, toga virilis/toga of manhood) in the target culture and students' own culture.

### Grade Seven

Cultural Comparisons

4. Compare products and perspectives from the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).

### **Grade Eight**

Cultural Comparisons

- 5. Compare and contrast themes and characters in age-appropriate literature from the target culture and students' own culture.
- 6. Compare and contrast similarities and differences between the political system of the target culture, other cultures and the students' own culture.

## Grades 9-12

**Benchmark A:** Analyze and discuss linguistic structures and conventions of the target language and English.

#### **Grade Nine**

Linguistic Comparisons

1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).

### Grade Ten

Linguistic Comparisons

1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).

### **Grade Eleven**

Linguistic Comparisons

1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).

### **Grade Twelve**

Linguistic Comparisons

1. Analyze and discuss etymological roots of English words from the target culture (e.g., Latin porto [carry] leads to transport, portable, porter, port).

**Benchmark B:** Analyze and explain how the target language and English express meaning through variations in style.

### **Grade Nine**

Linguistic Comparisons

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

### Grade Ten

Lilnguistic Comparisons

2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast. =The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.; Revenons aux moutons./Let's get back to the sheep. =Let's get back to work).

#### Grade Eleven

Linguistic Comparisons

2. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).

### **Grade Twelve**

Linguistic Comparisons

2. Analyze literary allusions that represent a cultural awareness of the target language and English (e.g., quixotic, seize the day, waiting for Godot, Murasaki Shikibu, Don Juan).

**Benchmark C:** Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.

#### **Grade Nine**

Cultural Comparisons

- 3. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).
- 4. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).
- 5. Analyze how the same current issue is covered in the media of the target culture and students' own culture.
- 6. Compare and contrast age-appropriate literary works (e.g., popular literature) from the target culture and students' own culture.

### Grade Ten

Cultural Comparisons

- 3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.
- 4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.

### **Grade Eleven**

Cultural Comparisons

- 3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy).
- 4. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).

#### **Grade Twelve**

Cultural Comparisons

- 3. Compare and contrast graphs and statistical information on various topics (e.g., population, income) about the target culture with similar information about the U.S.
- 4. Analyze how the media presents political or historical events in the target culture and in the students' own culture.

**Benchmark D:** Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.

### **Grade Nine**

Concept of Culture

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

### Grade Ten

Concept of Culture

5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.

#### Grade Eleven

Concept of Culture

5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).

### **Grade Twelve**

Concept of Culture

- 5. Analyze unique differences between the target culture and students' own culture and explain the reasons for such differences (e.g., driving habits, use of eating utensils).
- 6. Explain how actions in the target culture and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).

Communities: Participate in multilingual communities and cultures at home and around the world. Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

## Grades K-4

Benchmark A: Present information about the target language and culture to others.

### Kindergarten

Outreach

1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).

### Grade One

Outreach

1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).

### **Grade Two**

Outreach

1. Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).

### **Grade Three**

Outreach

1. Participate in activities for the school or community (e.g., make school announcements, visit community/retirement centers, tutor peers).

### **Grade Four**

Outreach

- 1. Participate in activities for the school or community (e.g., tutor peers, read aloud to someone, make school announcements, make bulletin board displays).
- 2. Plan real or imaginary travel (e.g., locations, lodging, schedule, interaction with target culture) and present to others (e.g., student-made brochures, videos, slide show presentations).

Benchmark B: Perform for a school or community event.

Kindergarten

Outreach 2. Perform simple songs for classroom, school or community events.

**Grade One** 

Outreach 2. Perform songs and rhymes for classroom, school or community events.

**Grade Two** 

Outreach 2. Perform songs, poetry and stories for classroom, school or community

events.

**Grade Three** 

Outreach 2. Perform songs, poetry, stories, skits or plays for classroom, school or

community events.

**Grade Four** 

Outreach 3. Perform songs, poetry, stories, skits or plays for classroom, school or

community events.

Benchmark C: Exchange information with people locally or around the world.

Kindergarten

Outreach 3. Interact with target language speakers (e.g., greetings, games, songs).

Grade One

Outreach 3. Share personal information with target language speakers through age-

appropriate activities (e.g., exchanging labeled photographs, class

videos, audio tapes).

**Grade Two** 

Outreach 3. Write a teacher-guided group letter to an e-pal or pen pal.

**Grade Three** 

Outreach 3. Exchange letters or class videos with others.

**Grade Four** 

Outreach 4. Exchange information with people locally and around the world (e.g.,

pen pals, e-mail, video).

**Benchmark D:** Use various products and media from the target culture and language for personal enjoyment.

### Kindergarten

Enjoyment and Enrichment

- 4. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture from a variety of sources (e.g., audio tapes, videos, guest speakers, older students).
- 5. Play age-appropriate games from the target culture (e.g., Jon Ken Pon—Rock-Paper-Scissors; Víbora de la Mar—London Bridge; Am stram gram).

### Grade One

Enjoyment and Enrichment

- 4. Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthday party) of the target culture.
- 5. Participate in age-appropriate activities of the target culture (e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports).
- 6. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.

#### **Grade Two**

Enjoyment and Enrichment

- 4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).
- 5. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.

### **Grade Three**

Enjoyment and Enrichment

4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).

#### **Grade Four**

Enjoyment and Enrichment

5. Use various media in the target language for personal enjoyment (e.g., age-appropriate videos, DVDs, CDs, karaoke, comics) and share with others.

Benchmark E: Attend, participate in or view target culture events and share with others.

### Kindergarten

Enjoyment and Enrichment

6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.

### **Grade One**

Enjoyment and Enrichment

7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.

### **Grade Two**

Enjoyment and Enrichment

6. Participate in multicultural school or community events or visit ethnic shops/restaurants in the community and share with others.

### **Grade Three**

Enjoyment and Enrichment

5. Explore target cultures through various avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.

### **Grade Four**

Enjoyment and Enrichment

6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits, theatre, family celebrations) and share with others.

**Benchmark F:** Organize and present basic information about various careers, including those that require understanding of another language and culture.

### Kindergarten

Career Exploration and Skills

7. Sort community professions and associated items (e.g., tools, colors, symbols, dress) into career categories.

### **Grade One**

Career Exploration and Skills

8. Name community professions (e.g., fire safety officers, police officers, teachers, doctors), and identify items (e.g., tools, colors, symbols, dress) associated with those professions.

#### Grade Two

Career Exploration and Skills

- 7. Identify and role play community professions (e.g., fire safety officers, police officers, teachers, doctors).
- 8. Identify basic technologies in the classroom, school and workplace (e.g., computers, telephones, TVs, fax machines).

### **Grade Three**

Career Exploration and Skills

6. Identify careers of interest to students using media from the target culture and students' own culture.

### **Grade Four**

Career Exploration and Skills

7. Investigate local and state careers through a variety of sources (e.g., texts, speakers' bureau, brochures).

**Benchmark G:** Work cooperatively in groups to accomplish a task.

### Kindergarten

Career Exploration and Skills

8. Practice taking turns and effective use of materials (e.g., listening during show-and-tell, then speaking; sharing a basket of crayons).

### Grade One

Career Exploration and Skills

9. Share materials and collaborate to complete a short task (e.g., distributing markers so that each group member may add an item to a poster).

### **Grade Two**

Career Exploration and Skills

9. Identify and use effective group strategies to complete a short project (e.g., assigning drawings and short descriptions of characters to each group member based on a story).

### **Grade Three**

Career Exploration and Skills

- 7. Work in small groups to make a cultural product.
- 8. Design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location).

### **Grade Four**

Career Exploration and Skills

8. Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).

## Grades 5-8

**Benchmark A:** Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

### **Grade Five**

Outreach

1. Participate in activities for the school or community (e.g., reading aloud to others, making school announcements, making bulletin board displays).

### **Grade Six**

Outreach

1. Participate in activities for the school or community (e.g., teaching a song or poem to younger students, peer tutoring).

### Grade Seven

Outreach

- 1. Present information about the target language and culture to younger students (e.g., celebrations, holidays, the arts).
- 2. Participate in activities for the school or community (e.g., service projects, assisting speakers of other languages).

### **Grade Eight**

Outreach

- 1. Gather information and opinions from target culture sources through a variety of means (e.g., video, Web sites, questionnaires) and present to others.
- 2. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts, use of Latin in biological terminology).

**Benchmark B:** Perform for a school or community event.

### **Grade Five**

Outreach

2. Perform for, or participate in, school and community celebrations of the target culture.

### Grade Six

Outreach

2. Perform for, or participate in, school and community celebrations of the target culture.

#### Grade Seven

Outreach

3. Perform for, or participate in, school and community celebrations of the target culture.

### **Grade Eight**

Outreach

3. Perform for, or participate in, school and community celebrations of the target culture.

**Benchmark C:** Engage in communication with people locally and around the world.

### **Grade Five**

Outreach

- 3. Interact with guest speakers from, or familiar with, the target culture.
- 4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video, speeches).

### **Grade Six**

Outreach

3. Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).

### Grade Seven

Outreach

4. Communicate with e-pals or pen pals about topics of personal and/or community interest.

### **Grade Eight**

Outreach

4. Establish personal communication links (e.g., pen pals, e-mails, exchange programs) with peers in the target culture to discuss perspectives on familiar topics.

**Benchmark D:** Exchange information about, and personal reactions to, various products and media of the target culture.

### **Grade Five**

Enjoyment and Enrichment

5. Share out-of-classroom experiences involving the target language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.

## **Grade Six**

Enjoyment and Enrichment

- 4. Play sports or games from the target culture.
- 5. Listen to and discuss music, sing songs or play musical instruments from the target culture.
- 6. Read short narratives or poems and share with others.

### **Grade Seven**

Enjoyment and Enrichment

- 5. Play sports or games from the target culture.
- 6. Listen to and discuss music, sing songs or play musical instruments from the target culture.
- 7. Read short narratives or poems and share with others.

## **Grade Eight**

Enjoyment and Enrichment

- 5. Explore target culture communities, physically or virtually, and share findings and reactions about areas of personal interest with others.
- 6. Read selections of prose or poetry (e.g., short stories, articles, poems) and share with others.

Benchmark E: Attend, participate in or view target culture events and describe to others.

#### **Grade Five**

Enjoyment and Enrichment

6. Attend, or view via media, target culture events (e.g., celebrations, fairs, festivals, exhibitions) and describe to others.

#### **Grade Six**

Enjoyment and Enrichment

7. Visit, or view via media, community sites that feature art, dance and/or music of the target culture and describe to others.

### Grade Seven

Enjoyment and Enrichment

8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.

### **Grade Eight**

Enrichment and Enjoyment

7. Participate in target culture activities (e.g., weddings, family events) and describe to others.

**Benchmark F:** Identify and present information about various careers that require understanding of another language and culture.

### **Grade Five**

Career Exploration and Skills

- 7. Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field).
- 8. Identify skills needed for success in the workplace in addition to proficiency in a second language.

### **Grade Six**

Career Exploration and Skills

- 8. Acquire information from professionals in careers in which a second language and cultural knowledge are useful.
- 9. Explain how understanding other languages and cultures promotes successful business and work relationships.
- 10.Recognize generalizations related to careers about gender, culture and age, and provide counterexamples (e.g., astronaut=man/Sally Ride).

### Grade Seven

Career Exploration and Skills

- 9. Investigate and present how second language skills are used and what level of proficiency is needed in various local and worldwide careers.
- 10.Investigate and present work norms (e.g., schedules, salary, vacation, women in the work force, retirement age) in a variety of cultures.
- 11. Identify career interests and abilities and evaluate career choices.

### **Grade Eight**

Career Exploration and Skills

- 8. Investigate careers within the target community through the use of authentic sources (e.g., newspapers, media, technology).
- 9. Research how people conduct business in target communities (e.g., socializing, job application, individual versus team production).
- 10.Investigate and report on businesses and organizations with ties to the target community (e.g., agriculture, manufacturing, technology, export/import; Sister Cities International).

**Benchmark G:** Prepare and implement tools to facilitate group projects.

### **Grade Five**

Career Exploration and Skills

9. Create and implement a schedule/task list for a project.

### **Grade Six**

Career Exploration and Skills

11. Work cooperatively (e.g., interpret texts and graphics, document-based questions, learning centers) to investigate a given topic (e.g., geography and its influence on a given culture).

### **Grade Seven**

Career Exploration and Skills

12. Work cooperatively (e.g., set goals, prioritize tasks, select resources, evaluate results) to complete tasks on a given theme (e.g., purchase a wardrobe for a planned trip based on climate, activities, budget, culture).

### **Grade Eight**

Career Exploration and Skills

11. Work cooperatively to find solutions (e.g., generate ideas, evaluate alternatives, build consensus) to a given problem (e.g., creating a culturally authentic, nutritious meal based on food guides and budget).

## Grades 9-12

**Benchmark A:** Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

### **Grade Nine**

Outreach

- 1. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts).
- 2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters).

### Grade Ten

Outreach

- 1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).
- 2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).

### **Grade Eleven**

Outreach

1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).

### **Grade Twelve**

Outreach

1. Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages, hosting an international dinner).

Benchmark B: Perform original or authentic works for a school or community event.

### **Grade Nine**

Outreach

3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).

#### Grade Ten

Outreach

3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).

### Grade Eleven

Outreach

2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).

### **Grade Twelve**

Outreach

- 2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).
- 3. Present original written and illustrated stories to others.

**Benchmark C:** Sustain communication with people locally and around the world.

### **Grade Nine**

Outreach

4. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest.

### Grade Ten

Outreach

4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.

### **Grade Eleven**

Outreach

3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.

### **Grade Twelve**

Outreach

4. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues and problems of mutual concern.

**Benchmark D:** Report information about and personal reactions to various products, media and services of the target culture.

### **Grade Nine**

Enjoyment and Enrichment

- 5. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate).
- 6. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary).
- 7. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letters, Web inquiry) and report findings to others.

#### Grade Ten

Enjoyment and Enrichment

- 5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).
- 6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.
- 7. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.

### **Grade Eleven**

Enjoyment and Enrichment

- 4. Explore the opportunity to host individuals from a target language country and report findings to others.
- 5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.
- 6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.

#### **Grade Twelve**

Enjoyment and Enrichment

- 5. Explore opportunities to live, travel or study in a target language country and report findings to others (e.g., research programs offered by service organizations, universities, government agencies).
- 6. Report on interactions (e.g., teleconferencing, face-to-face meeting, instant messaging) with target language speakers related to common interests (e.g., teaching each other dances or songs, sharing recipes, comparing strategies for electronic games or simulations).
- 7. Discuss with others oral, print and visual texts from a variety of media (e.g., print media, movies, TV, Internet).
- 8. Contact target culture organizations (e.g., business alliances, universities, service organizations) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letter, videoconference) and report findings to others.

Benchmark E: Attend, participate in or view target culture events and describe to others.

#### **Grade Nine**

*Enjoyment and Enrichment* 

8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.

#### Grade Ten

*Enjoyment and Enrichment* 

8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.

### Grade Eleven

Enjoyment and Enrichment

7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.

### **Grade Twelve**

Enjoyment and Enrichment

9. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.

**Benchmark F:** Evaluate and discuss how understanding of another language and culture enhances job skills and career options.

### **Grade Nine**

Career Exploration and Skills

- 9. Explore and obtain information about careers that require linguistic and cultural proficiency.
- 10.Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.

### Grade Ten

Career Exploration and Skills

- 9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.
- 10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).

### **Grade Eleven**

Career Exploration and Skills

- 8. Prepare documents (e.g., application for job, visa, passport; résumé) necessary to obtain a job, internship or volunteer position in the target language country.
- 9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.

### **Grade Twelve**

Career Exploration and Skills

- 10.Participate in a mock job interview for a position in which proficiency in the target language is an asset.
- 11. Contact corporations, government agencies and volunteer organizations and report on the specific job benefits of being proficient in a second language.

**Benchmark G:** Develop evaluative tools and implement group strategies to complete tasks and solve problems.

### **Grade Nine**

Career Exploration and Skills

11. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).

### **Grade Ten**

Career Exploration and Skills

11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).

### Grade Eleven

Career Exploration and Skills

10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).

### **Grade Twelve**

Career Exploration and Skills

12. Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.