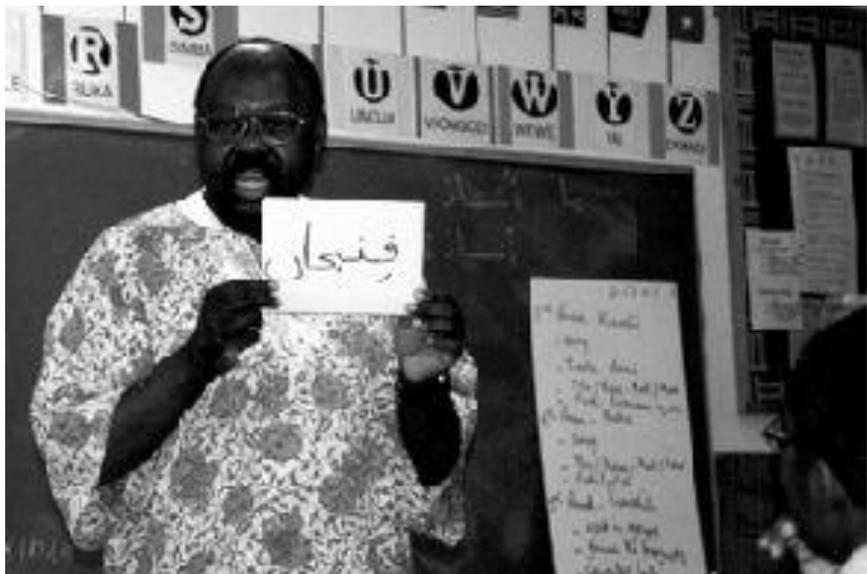


K-12 Foreign Language

Benchmarks by Standard



ACADEMIC CONTENT STANDARDS

Benchmarks

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.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<ul style="list-style-type: none"> A. Ask and answer questions and share preferences on familiar topics. B. Exchange personal information. C. Request clarification. D. Give and follow a short sequence of instructions. E. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions. F. Identify people and objects based on descriptions. G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues. 	<ul style="list-style-type: none"> A. Engage in oral, written or signed conversation on familiar topics. B. Express personal preferences and feelings, and support opinions. C. Request and provide clarification. D. Give and follow multistep directions. E. Use culturally appropriate language and gestures in a variety of social settings. F. Follow multistep directions. G. Derive meaning using aural, visual and contextual clues. 	<ul style="list-style-type: none"> A. Interact using extended spoken, signed or written communication by providing and obtaining information. B. Express a wide range of feelings and emotions, and discuss and support opinions. C. Use a wide range of strategies to negotiate meaning. D. Give and follow a series of complex directions. E. Interact in a wide range of situations using culturally authentic language and gestures. F. Follow complex oral, signed or written directions and requests. G. Use a variety of reading and listening strategies to derive meaning from texts.

Notes:

ACADEMIC CONTENT STANDARDS

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<p>H. Identify the main idea and describe characters and setting in oral, signed or written narratives.</p> <p>I. Dramatize songs, short stories, poetry or activities.</p> <p>J. Tell or retell stories.</p> <p>K. Present information orally, signed or in writing.</p> <p>L. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.</p>	<p>H. Identify a speaker's or author's purpose and discuss the main idea, characters and supporting details in a variety of media.</p> <p>I. Narrate an event, a personal experience or an original story.</p> <p>J. Present original work and cultural material.</p> <p>K. Apply age-appropriate writing process strategies to publish a document for a range of audiences.</p>	<p>H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.</p> <p>I. Create presentations on a range of original or authentic expressive products.</p> <p>J. Present information and ideas on a range of topics.</p> <p>K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.</p>

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

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).

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<ul style="list-style-type: none">A. Observe, identify and describe simple patterns of behavior of the target culture.B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.D. Identify distinctive contributions made by people in the target culture.	<ul style="list-style-type: none">A. Investigate, discuss and report on practices and perspectives of the target culture.B. Participate in and discuss age-appropriate cultural practices.C. Investigate, discuss and report on products and perspectives of the target culture.D. Identify significant contributions and historical figures from the target culture.	<ul style="list-style-type: none">A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.B. Participate in and discuss a wide variety of cultural practices.C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.D. Analyze, discuss and report on significant contributions from the target culture.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

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.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
A. Describe concepts and use skills from across disciplines. B. Identify viewpoints of the target culture through authentic sources and expressive products.	A. Investigate and report on concepts from across disciplines. B. Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.	A. Investigate, analyze and present concepts from across disciplines. B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

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).

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<p>A. Identify and describe linguistic structures and writing systems of the target language and English.</p> <p>B. Recognize that linguistic structures carry meaning and vary across languages.</p> <p>C. Identify and describe patterns of behavior in various cultural settings.</p> <p>D. Identify and describe products of the target culture and students' own culture.</p>	<p>A. Identify and discuss linguistic structures of the target language and English.</p> <p>B. Compare and contrast how linguistic structures carry meaning and vary across languages.</p> <p>C. Compare and contrast practices and perspectives of the target culture and students' own culture.</p> <p>D. Compare and contrast products and perspectives of the target culture and students' own culture.</p>	<p>A. Analyze and discuss linguistic structures and conventions of the target language and English.</p> <p>B. Analyze and explain how the target language and English express meaning through variations in style.</p> <p>C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.</p> <p>D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.</p>

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

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.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<ul style="list-style-type: none"> A. Present information about the target language and culture to others. B. Perform for a school or community event. C. Exchange information with people locally or around the world. D. Use various products and media from the target culture and language for personal enjoyment. E. Attend, participate in or view target culture events and share with others. F. Organize and present basic information about various careers, including those that require understanding of another language and culture. G. Work cooperatively in groups to accomplish a task. 	<ul style="list-style-type: none"> A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. B. Perform for a school or community event. C. Engage in communication with people locally and around the world. D. Exchange information about, and personal reactions to, various products and media of the target culture. E. Attend, participate in or view target culture events and describe to others. F. Identify and present information about various careers that require understanding of another language and culture. G. Prepare and implement tools to facilitate group projects. 	<ul style="list-style-type: none"> A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. B. Perform original or authentic works for a school or community event. C. Sustain communication with people locally and around the world. D. Report information about and personal reactions to various products, media and services of the target culture. E. Attend, participate in or view target culture events and describe to others. F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options. G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.

Notes:

ACADEMIC CONTENT STANDARDS