

ACADEMIC CONTENT STANDARDS



K-12 Foreign Language

Grade Band Overview by Standard and Organizer



Foreign Language

Grade Band Overview by Standard and Organizer

Content 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.

Grade Band: K-4

Organizer: Interpersonal

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<ol style="list-style-type: none"> 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.). 	<ol style="list-style-type: none"> 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.). 	<ol style="list-style-type: none"> 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?). 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. Ask and answer questions about personal needs and wants (e.g., school supplies, food, health). 	<ol style="list-style-type: none"> A. Ask and answer questions and share preferences on familiar topics.
<ol style="list-style-type: none"> 3. Exchange greetings. 	<ol style="list-style-type: none"> 3. Copy and exchange simple messages (e.g., holiday greetings, thank-you notes, birthday wishes). 	<ol style="list-style-type: none"> 2. Exchange simple messages (e.g., telephone conversations, thank-you notes) following a model. 	<ol style="list-style-type: none"> 3. Exchange brief, guided messages with friends (e.g., introductions, postcards, e-mail). 	<ol style="list-style-type: none"> 2. Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do). 	<ol style="list-style-type: none"> B. Exchange personal information.
<ol style="list-style-type: none"> 4. Respond to questions seeking clarification (e.g., Do you want red or blue? Do you understand? What is this?). 	<ol style="list-style-type: none"> 4. Use memorized expressions to seek clarification (e.g., I don't understand./No entiendo. Again, please/ Noch einmal, bitte.). 	<ol style="list-style-type: none"> 3. Ask questions for clarification about daily activities and classroom routines (e.g., What's for lunch? Who's the line leader?). 	<ol style="list-style-type: none"> 4. Ask questions to clarify instructions (e.g., What do I do first? May I use a pen?). 	<ol style="list-style-type: none"> 3. Ask questions to clarify information (e.g., ask questions about a story, video, demonstration). 	<ol style="list-style-type: none"> C. Request clarification.
<ol style="list-style-type: none"> 5. Follow simple classroom instructions (e.g., Sit down. Be quiet. Go to the board.). 	<ol style="list-style-type: none"> 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.). 	<ol style="list-style-type: none"> 4. Make simple requests for peers to follow (e.g., Stand up./Tatte kudasai. Steh auf. Turn around./Da la vuelta. Listen./ting.). 	<ol style="list-style-type: none"> 5. Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities (e.g., simple cooking, crafts, folk dancing). 	<ol style="list-style-type: none"> 4. Give and follow a sequence of instructions (e.g., how to play a game, how to get to a certain place). 	<ol style="list-style-type: none"> D. Give and follow a short sequence of instructions.

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Grade Band: K-4

Organizer: Interpretive

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
6. Respond to simple requests (e.g., Stand up./Levántate. Raise your hand./Lève la main. Walk./Zou.).	6. Follow simple oral or signed directions (e.g., Bring me the book./Bring mir das Buch. Qing gei wo na ben shu.).	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.).	6. Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).	5. Follow a series of requests or instructions (e.g., make a sandwich, follow a treasure hunt map).	E. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.
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.).	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).	7. Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).	7. Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn Diagrams).	6. Create and use graphic organizers (e.g., Venn Diagrams, webs).	F. Identify people and objects based on descriptions.
9. Understand new words from the use of pictures within a text.	9. Identify and say alphabet and sound-symbol correspondence (e.g., "b" as in "bateau," "n" as in HET).	8. Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).	8. Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of word families).	7. Decode the meaning of phrases and sentences from contextual cues.	G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

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Grade Band: K-4

Organizer: Interpretive

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
10. Sequence illustrations of events in a familiar children’s story (e.g., pictures, props).	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.	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.	9. Identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements).	8. Identify and state the main idea, and describe characters and settings of narratives and media presentations.	H. Identify the main idea and describe characters and setting in oral, signed or written narratives.

Foreign Language

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Grade Band: K-4

Organizer: Presentational

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
11. Recite short poems/rhymes or sing/sign songs with appropriate body movements.	12. Role play simple messages (e.g., It’s hot./Hace calor. The baby cries./Das Baby weint.).	12. Recite a poem or rhyme with body movements.	10. Dramatize songs, poetry, short personal stories or dialogues.	9. Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).	I. Dramatize songs, short stories, poetry or activities.
12. Draw a picture based on a story.	13. Retell a story (e.g., sequence pictures, draw favorite scenes).	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.	11. Share familiar stories with others orally, visually or in writing.	10. Write and tell a simple, original story.	J. Tell or retell stories.
13. Name or place labels on common objects/places.	14. Describe characteristics of pictures to others (e.g., a big yellow bus/un camión grande y amarillo; a red triangle/Hóng sǎn jiǎo).	15. Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.	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.).	11. Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).	K. Present information orally, signed or in writing.
No indicator at this grade level.	15. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.	16. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.	13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences.	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).	L. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

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Grade Band: 5-8

Organizer: Interpersonal

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. Carry on conversations or interviews about familiar topics (e.g., school rules, sport teams, movies, music). 	<ol style="list-style-type: none"> 1. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas. 	<ol style="list-style-type: none"> 1. Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, the arts). 	A. Engage in oral, written or signed conversation on familiar topics.
<ol style="list-style-type: none"> 3. Express feelings, emotions or opinions. 	<ol style="list-style-type: none"> 2. Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework). 	<ol style="list-style-type: none"> 2. Express, discuss and support feelings, emotions or opinions about familiar topics. 	<ol style="list-style-type: none"> 2. Exchange information and support opinions about a given problem (e.g., directions, relationships, school situations). 	B. Express personal preferences and feelings, and support opinions.
<ol style="list-style-type: none"> 4. Ask and answer questions to clarify information (e.g., videos, conversations). 	<ol style="list-style-type: none"> 3. Clarify meaning through logical sequencing (e.g., First, he opened the door. Then, he came in. Finally, he spoke.). 	<ol style="list-style-type: none"> 3. Clarify meaning (e.g., restatement, asking questions). 	<ol style="list-style-type: none"> 3. Clarify ambiguities (e.g., I meant Paul, not John.). 	C. Request and provide clarification.
<ol style="list-style-type: none"> 5. Give and follow oral, signed and/or written requests. 	<ol style="list-style-type: none"> 4. Give and follow a short sequence of oral, signed and/or written requests. 	<ol style="list-style-type: none"> 4. Give and follow a short series of oral, signed and/or written requests. 	<ol style="list-style-type: none"> 4. Give and follow a series of oral, signed and/or written requests. 	D. Give and follow multistep directions.
<ol style="list-style-type: none"> 6. Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping). 	<ol style="list-style-type: none"> 5. Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions). 	<ol style="list-style-type: none"> 5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings. 	<ol style="list-style-type: none"> 5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings. 	E. Use culturally appropriate language and gestures in a variety of social settings.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Communication: Communicate in languages other than English.

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Grade Band: 5-8

Organizer: Interpretive

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
7. Follow directions for activities (e.g., games, arts and crafts).	6. Respond appropriately to complex directions (e.g., getting to school, completing a craft project).	6. Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).	6. Respond appropriately to complex directions (e.g., accessing Internet Web sites, solving multistep mathematical problems).	F. Follow multistep directions.
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).	7. Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).	7. Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order).	7. Derive meaning through the use of various clues (e.g., word order, tone, purpose).	G. Derive meaning using aural, visual and contextual clues.
10. Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio).	8. Identify the purpose and main idea, and describe characters, setting and important events in age-appropriate media (e.g., print, audio, visual).	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).	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.	H. Identify a speaker's or author's purpose and discuss the main idea, characters and supporting details in a variety of media.

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Grade Band: 5-8

Organizer: Presentational

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By t end of the 5-8 program, students will:
11. Write or tell about an event or personal experience (e.g., class trip, getting a new pet).	9. Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g., special celebrations, family trip).	10. Write, tell or dramatize an original story using description, narration and detail.	10. Report on a past or present event (e.g., Caesar's assassination, major school activity).	I. Narrate an event, a personal experience or an original story.
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).	10. Create and present student-generated works (e.g., skits, songs, poems, stories, reports).	11. Produce and share informal and formal communication (e.g., fliers, posters, videos).	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.	J. Present original work and cultural material.
14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	11. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	K. Apply age-appropriate writing process strategies to publish a document for a range of audiences.

Foreign Language

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Grade Band: 9-12

Organizer: Interpersonal

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
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).	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).	1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.	1. Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.	A. Interact using extended spoken, signed or written communication by providing and obtaining information.
2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.	3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).	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.	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.	B. Express a wide range of feelings and emotions, and discuss and support opinions.
3. Clarify meaning (e.g., paraphrasing, questioning).	4. Clarify meaning (e.g., elaboration, questioning).	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	C. Use a wide range of strategies to negotiate meaning.
4. Give and follow directions, instructions and requests (e.g., installing software, dance steps).	5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).	5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).	5. Give and follow complex directions, instructions and requests (filling out job applications, renting an apartment).	D. Give and follow a series of complex directions.

Foreign Language

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Grade Band: 9-12

Organizer: Interpersonal

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).	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).	6. Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).	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).	E. Interact in a wide range of situations using culturally authentic language and gestures.

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Grade Band: 9-12

Organizer: Interpretive

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
6. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).	7. Follow directions, instructions and requests (e.g., using voice mail, travel options).	7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).	7. Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).	F. Follow complex oral, signed or written directions and requests.
7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.	8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.	8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	8. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.	G. Use a variety of reading and listening strategies to derive meaning from texts.

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Grade Band: 9-12

Organizer: Presentational

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.</p> <p>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).</p>	<p>9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).</p> <p>10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).</p>	<p>9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).</p> <p>10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).</p>	<p>9. Present and support an opinion using information from articles, documentaries or historical narratives.</p> <p>10. Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).</p>	<p>H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.</p>
<p>10. Create and present a narrative (e.g., current events, personal experiences, school happenings).</p>	<p>11. Present an age-appropriate song, story or poem from the target language culture.</p>	<p>11. Create texts (e.g., short stories, poems, skits) based on themes/perspectives (e.g., family, dating, careers, music) from the target culture.</p> <p>12. Perform scenes from literature studied.</p>	<p>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).</p>	<p>I. Create presentations on a range of original or authentic expressive products.</p>
<p>11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.</p> <p>12. Prepare and deliver a summary of characters and plot in selected pieces of literature.</p>	<p>12. Write and present a speech on a cultural or historic topic, or on a personal experience.</p> <p>13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).</p>	<p>13. Debate a current or historical issue (e.g., right to vote, slavery).</p>	<p>12. Present analyses and personal reactions to authentic written texts.</p> <p>13. Prepare and present a research-based analysis of a current event from the perspective of both the United States and the target culture.</p>	<p>J. Present information and ideas on a range of topics.</p>
<p>13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).</p>	<p>14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).</p>	<p>14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).</p>	<p>14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).</p>	<p>K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: K-4

Organizer: Practices

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1. Identify items or pictures relating to celebrations, traditions, holidays or events of the target culture (e.g., birthdays, the New Year).	1. Name important traditions, holidays or events.	1. Identify appropriate patterns of behavior (e.g., gestures used with friends and family).	1. Tell about typical daily activities of target language peers (e.g., school, home).	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).	A. Observe, identify and describe simple patterns of behavior of the target culture.
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).	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.	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.	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.	3. Participate in cultural activities (e.g., games, songs, holiday celebrations).	B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: K-4

Organizer: Products

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<p>4. Identify items from the target culture (e.g., clothing, foods, toys, origami, God's eye).</p> <p>5. Make or imitate simple culture items (e.g., flag, song).</p>	<p>4. List examples of cultural items (e.g., food, clothing, toys).</p> <p>5. Imitate musical patterns and identify musical instruments from the target culture (e.g., salsa rhythms, zither).</p>	<p>4. Make a tangible cultural product (e.g., a craft, toy, food, flag).</p> <p>5. Identify characteristics of cultural items (e.g., toys, clothing, foods).</p> <p>6. Identify well-known, contemporary or historical people from the target culture (e.g., athletes, artists).</p>	<p>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).</p> <p>6. Discuss and reproduce a product from the target culture (e.g., flags, foods, monuments).</p>	<p>4. Identify and describe objects, images and symbols of the target culture (e.g., monuments, flags, dwellings).</p> <p>5. Identify, read about or participate in expressive products of target culture peers (e.g., selections from children's literature, types of artwork, dances).</p>	<p>C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.</p>
<p>6. Identify some major contributions from the target culture (e.g., food, sports, music).</p>	<p>6. Identify some major contributions from the target culture (e.g., food, sports, music).</p>	<p>7. Identify some major contributions from the target culture (e.g., food, sports, music).</p>	<p>7. Identify some major contributions from the target culture (e.g., in science, medicine, fashion).</p>	<p>6. Identify contributions of people from the target culture (e.g., explorers, musicians, scientists).</p>	<p>D. Identify distinctive contributions made by people in the target culture.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 5-8

Organizer: Practices

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> Identify and report on selected practices of the target culture (e.g., table manners, gestures, personal distance, holiday celebrations). 	<ol style="list-style-type: none"> Discuss social conventions of the target culture (e.g., shopping, after-school activities, family, friendships). Discuss appropriate ways to interact with individuals from the target language culture (e.g., cheek kissing, personal space). 	<ol style="list-style-type: none"> Research and report on a variety of topics from the target culture (e.g., entertainment, nutrition/health, gender roles). 	<ol style="list-style-type: none"> Observe, identify and discuss behavior patterns of the target culture peer group. 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). 	<ol style="list-style-type: none"> Investigate, discuss and report on practices and perspectives of the target culture.
<ol style="list-style-type: none"> Perform age-appropriate songs, games, dances and plays. 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). 	<ol style="list-style-type: none"> Investigate and simulate holidays observed by the target culture (e.g., Day of the Dead, Chinese New Year, Lupercalia). 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> Participate in age-appropriate cultural practices (e.g., games, sports, entertainment). 	<ol style="list-style-type: none"> Participate in and discuss age-appropriate cultural practices.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 5-8

Organizer: Products

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
4. Discuss the use of products of the target culture (e.g., music, clothing, food, transportation).	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).	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).	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).	C. Investigate, discuss and report on products and perspectives of the target culture.
5. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).	6. Identify and describe well-known contributions of the target culture (e.g., literature, types of governments, religions).	5. Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).	6. Identify major contributions and historical figures from the target culture (e.g., paper making, textiles, aqueducts, medicine, leaders, inventors).	D. Identify significant contributions and historical figures from the target culture.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 9-12

Organizer: Practices

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> Investigate and report on cultural events (e.g., rites of passage). 	<ol style="list-style-type: none"> Analyze and discuss behavior patterns of peers in the target culture. 	<ol style="list-style-type: none"> Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations). Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture. 	<ol style="list-style-type: none"> 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). Analyze how people in the target culture view the role of the United States in the world. Recognize and interpret elements of humor and satire in the target language and culture. Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, terrain). 	<ol style="list-style-type: none"> Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.
<ol style="list-style-type: none"> Participate in age-appropriate cultural practices (e.g., music, dance, drama). Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings). 	<ol style="list-style-type: none"> Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact). 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). 	<ol style="list-style-type: none"> Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment). 	<ol style="list-style-type: none"> Identify and simulate regionalisms of the target culture (e.g., dress/costumes, foods, homes) and language (e.g., vocabulary, expressions, pronunciation/dialect). 	<ol style="list-style-type: none"> Participate in and discuss a wide variety of cultural practices.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 9-12

Organizer: Products

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
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).	4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).	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.	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.	C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.
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.	5. Explain the contributions of the target culture in literature and the fine arts. 6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).	6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.	9. Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus).	D. Analyze, discuss and report on significant contributions from the target culture.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: K-4

Organizer: Integrated Studies

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> A. Describe concepts and use skills from across disciplines.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: K-4

Organizer: New Viewpoints

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<p>6. Repeat names of characters and artifacts in a simple folktale or story using pictures and objects.</p> <p>7. Name objects from the target culture (e.g., simple musical instruments, toys, games, food items) cued by visuals or the objects themselves.</p>	<p>6. Listen to a simple, adapted story or folktale from the target culture and name key characters and objects using visuals.</p> <p>7. Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).</p>	<p>4. Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts.</p> <p>5. Listen to music from the target culture and name the instruments used.</p> <p>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.</p>	<p>4. Explore and discuss topics contained in popular media to gain perspectives about the target culture (e.g., songs, fashion, food, history).</p> <p>5. Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops).</p> <p>6. Create replicas of cultural objects (e.g., origami, piñata, Mardi Gras masks, Christmas shoe, bulla).</p>	<p>6. Use information from target language sources (e.g., articles, Web sites, brochures, ads) to gain insights into other cultures.</p> <p>7. Read, listen to and identify elements in works of children’s literature (e.g., characters, setting, plot).</p>	<p>B. Identify viewpoints of the target culture through authentic sources and expressive products.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 5-8

Organizer: Integrated Studies

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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). 	<p>A. Investigate and report on concepts from across disciplines.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 5-8

Organizer: New Viewpoints

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
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.	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 age-appropriate sources.	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.	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).	B. Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 9-12

Organizer: Integrated Studies

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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). 	<p>A. Investigate, analyze and present concepts from across disciplines.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 9-12

Organizer: New Viewpoints

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
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.	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.	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.	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.	B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: K-4

Organizer: Linguistic Comparisons

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<ol style="list-style-type: none"> 1. Distinguish between sounds of the target language and English. 2. Imitate sounds of the target language. 	<ol style="list-style-type: none"> 1. Identify and describe writing systems of the target language and English (e.g., alphabet symbols, reading system - right to left/left to right). 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. Compare sound-symbol combinations of English and the target language (e.g., French "eau;" Latin "qu;" Japanese "i" sounds like English "ee"). 	<ol style="list-style-type: none"> 1. Identify and describe writing systems of the target language and English (e.g., characters, directionality). 	<ol style="list-style-type: none"> A. Identify and describe linguistic structures and writing systems of the target language and English.
<ol style="list-style-type: none"> 3. Imitate formal and informal language (e.g., vous/tu, Sie/du). 	<ol style="list-style-type: none"> 2. Identify formal and informal language (e.g., usted/tú nin/ni). 	<ol style="list-style-type: none"> 2. Identify levels of politeness, and formal and informal language (e.g., greetings, titles). 	<ol style="list-style-type: none"> 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 questions: ¿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). 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> B. Recognize that linguistic structures carry meaning and vary across languages.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: K-4

Organizer: Cultural Comparisons

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
4. Identify common names and naming practices between the target culture and students' own culture (e.g., how to address the teacher, patronymics).	3. Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).	3. Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).	5. Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, school routines, family rituals).	5. Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).	C. Identify and describe patterns of behavior in various cultural settings.
5. Sort items into categories related to the target culture and students' own culture (e.g., clothing, flags).	4. Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments or famous buildings, bathroom signs).	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).	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.	6. Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students' own culture.	D. Identify and describe products of the target culture and students' own culture.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 5-8

Organizer: Linguistic Comparisons

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1. Identify connections between English and the target language (e.g., borrowed words and cognates such as le weekend, patio, veto).	1. Identify word roots to determine word meanings.	1. Identify prefixes and suffixes to determine word meanings.	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.	A. Identify and discuss linguistic structures of the target language and English.
2. Compare and contrast writing conventions of the target language and English (e.g., possession, capitalization, directionality, punctuation).	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 dào jiào; English - How are you?/ Latin - quid agis?).	2. Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.	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).	B. Compare and contrast how linguistic structures carry meaning and vary across languages.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 5-8

Organizer: Cultural Comparisons

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
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).	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).	3. Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).	4. Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Saturnalia, Holy Week).	C. Compare and contrast practices and perspectives of the target culture and students' own culture.
4. Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the target culture and students' own culture.	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.	4. Compare products and perspectives from the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).	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.	D. Compare and contrast products and perspectives of the target culture and students' own culture.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 9-12

Organizer: Linguistic Comparisons

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).	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).	1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).	1. Analyze and discuss etymological roots of English words from the target culture (e.g., Latin porto [carry] leads to transport, portable, porter, port).	A. Analyze and discuss linguistic structures and conventions of the target language and English.
2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).	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).	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).	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).	B. Analyze and explain how the target language and English express meaning through variations in style.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 9-12

Organizer: Cultural Comparisons

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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. 	<p>C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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).

Grade Band: 9-12

Organizer: Concept of Culture

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
7. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).	5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.	5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).	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).	D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: K-4

Organizer: Outreach

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	1. Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).	1. Participate in activities for the school or community (e.g., make school announcements, visit community/retirement centers, tutor peers).	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).	A. Present information about the target language and culture to others.
2. Perform simple songs for classroom, school or community events.	2. Perform songs and rhymes for classroom, school or community events.	2. Perform songs, poetry and stories for classroom, school or community events.	2. Perform songs, poetry, stories, skits or plays for classroom, school or community events.	3. Perform songs, poetry, stories, skits or plays for classroom, school or community events.	B. Perform for a school or community event.
3. Interact with target language speakers (e.g., greetings, games, songs).	3. Share personal information with target language speakers through age-appropriate activities (e.g., exchanging labeled photographs, class videos, audio tapes).	3. Write a teacher-guided group letter to an e-pal or pen pal.	3. Exchange letters or class videos with others.	4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video).	C. Exchange information with people locally or around the world.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: K-4

Organizer: Enrichment and Enjoyment

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<p>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).</p> <p>5. Play age-appropriate games from the target culture (e.g., Jon Ken Pon—Rock-Paper-Scissors; Vibora de la Mar—London Bridge; Am stram gram).</p>	<p>4. Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthday party) of the target culture.</p> <p>5. Participate in age-appropriate activities of the target culture (e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports).</p> <p>6. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.</p>	<p>4. Use various media in the target language for study or pleasure (e.g., stories, children’s magazines, music, songs, art).</p> <p>5. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.</p>	<p>4. Use various media in the target language for study or pleasure (e.g., stories, children’s magazines, music, songs, art).</p>	<p>5. Use various media in the target language for personal enjoyment (e.g., age-appropriate videos, DVDs, CDs, karaoke, comics) and share with others.</p>	<p>D. Use various products and media from the target culture and language for personal enjoyment.</p>
<p>6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.</p>	<p>7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.</p>	<p>6. Participate in multicultural school or community events or visit ethnic shops/ restaurants in the community and share with others.</p>	<p>5. Explore target cultures through various avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.</p>	<p>6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits, theatre, family celebrations) and share with others.</p>	<p>E. Attend, participate in or view target culture events and share with others.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: K-4

Organizer: Career Exploration and Skills

Students will:

Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
7. Sort community professions and associated items (e.g., tools, colors, symbols, dress) into career categories.	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.	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).	6. Identify careers of interest to students using media from the target culture and students' own culture.	7. Investigate local and state careers through a variety of sources (e.g., texts, speakers' bureau, brochures).	F. Organize and present basic information about various careers, including those that require understanding of another language and culture.
8. Practice taking turns and effective use of materials (e.g., listening during show-and-tell, then speaking; sharing a basket of crayons).	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).	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).	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).	8. Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).	G. Work cooperatively in groups to accomplish a task.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 5-8

Organizer: Outreach

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1. Participate in activities for the school or community (e.g., reading aloud to others, making school announcements, making bulletin board displays).	1. Participate in activities for the school or community (e.g., teaching a song or poem to younger students, peer tutoring).	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).	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).	A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.
2. Perform for, or participate in, school and community celebrations of the target culture.	2. Perform for, or participate in, school and community celebrations of the target culture.	3. Perform for, or participate in, school and community celebrations of the target culture.	3. Perform for, or participate in, school and community celebrations of the target culture.	B. Perform for a school or community event.
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).	3. Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).	4. Communicate with e-pals or pen pals about topics of personal and/or community interest.	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.	C. Engage in communication with people locally and around the world.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 5-8

Organizer: Enrichment and Enjoyment

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
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.	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.	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.	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.	D. Exchange information about, and personal reactions to, various products and media of the target culture.
6. Attend, or view via media, target culture events (e.g., celebrations, fairs, festivals, exhibitions) and describe to others.	7. Visit, or view via media, community sites that feature art, dance and/or music of the target culture and describe to others.	8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	7. Participate in target culture activities (e.g., weddings, family events) and describe to others.	E. Attend, participate in or view target culture events and describe to others.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 5-8

Organizer: Career Exploration and Skills

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<p>7. Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field).</p> <p>8. Identify skills needed for success in the workplace in addition to proficiency in a second language.</p>	<p>8. Acquire information from professionals in careers in which a second language and cultural knowledge are useful.</p> <p>9. Explain how understanding other languages and cultures promotes successful business and work relationships.</p> <p>10. Recognize generalizations related to careers about gender, culture and age, and provide counterexamples (e.g., astronaut=man/Sally Ride).</p>	<p>9. Investigate and present how second language skills are used and what level of proficiency is needed in various local and worldwide careers.</p> <p>10. Investigate and present work norms (e.g., schedules, salary, vacation, women in the work force, retirement age) in a variety of cultures.</p> <p>11. Identify career interests and abilities and evaluate career choices.</p>	<p>8. Investigate careers within the target community through the use of authentic sources (e.g., newspapers, media, technology).</p> <p>9. Research how people conduct business in target communities (e.g., socializing, job application, individual versus team production).</p> <p>10. Investigate and report on businesses and organizations with ties to the target community (e.g., agriculture, manufacturing, technology, export/import; Sister Cities International).</p>	<p>F. Identify and present information about various careers that require understanding of another language and culture.</p>
<p>9. Create and implement a schedule/task list for a project.</p>	<p>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).</p>	<p>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).</p>	<p>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).</p>	<p>G. Prepare and implement tools to facilitate group projects.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 9-12

Organizer: Outreach

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages). 	<ol style="list-style-type: none"> 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). 	<ol 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.
<ol style="list-style-type: none"> 3. Perform original or authentic works for a school or community event (e.g., sing, dance, act). 	<ol style="list-style-type: none"> 3. Perform original or authentic works for a school or community event (e.g., sing, dance, act). 	<ol style="list-style-type: none"> 2. Perform original or authentic works for a school or community event (e.g., sing, dance, act). 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> B. Perform original or authentic works for a school or community event.
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> C. Sustain communication with people locally and around the world.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 9-12

Organizer: Enrichment and Enjoyment

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>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).</p> <p>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).</p> <p>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.</p>	<p>5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).</p> <p>6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.</p> <p>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.</p>	<p>4. Explore the opportunity to host individuals from a target language country and report findings to others.</p> <p>5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.</p> <p>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.</p>	<p>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).</p> <p>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).</p> <p>7. Discuss with others oral, print and visual texts from a variety of media (e.g., print media, movies, TV, Internet).</p> <p>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.</p>	<p>D. Report information about and personal reactions to various products, media and services of the target culture.</p>
<p>8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.</p>	<p>8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.</p>	<p>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.</p>	<p>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.</p>	<p>E. Attend, participate in or view target culture events and describe to others.</p>

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: 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.

Grade Band: 9-12

Organizer: Career Exploration and Skills

Students will:

Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>9. Explore and obtain information about careers that require linguistic and cultural proficiency.</p> <p>10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.</p>	<p>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.</p> <p>10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).</p>	<p>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.</p> <p>9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.</p>	<p>10. Participate in a mock job interview for a position in which proficiency in the target language is an asset.</p> <p>11. Contact corporations, government agencies and volunteer organizations and report on the specific job benefits of being proficient in a second language.</p>	<p>F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.</p>
<p>11. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).</p>	<p>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).</p>	<p>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).</p>	<p>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.</p>	<p>G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.</p>