

# Foreign Languages (2011)

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## Foreign Languages

### Grades 6-8

Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information

- 1. Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs)
- 2. Uses the target language to plan events and activities with others (e.g., using authentic schedules, budgets)
- 3. Uses vocabulary and cultural expressions to express the failure to understand the message or to request additional information (e.g., requests that the speaker restate the message, asks appropriate questions for clarification)
- 4. Uses appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension
- 5. Uses and responds to culturally appropriate nonverbal cues (e.g., gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension
- 6. Gives and follows oral and written directions in the target language (e.g., for travel, for other tasks, for a recipe, for a word maze)
- 7. Uses appropriate vocabulary to acquire goods and services through basic negotiation of procedures and exchange of monies (e.g., shopping in a supermarket)
- 8. Uses verbal and written exchanges to express opinions in the target language (e.g., concerning current events, about topics of personal or community interest)

Understands and interprets written and spoken language on diverse topics from diverse media

- 1. Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture
- 2. Understands the content of ability-appropriate primary sources on familiar topics (e.g., personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements)
- 3. Understands spoken announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest (e.g., favorite activities, popular events, school subjects)
- 4. Understands nonverbal and verbal cues when listening to or observing a user of the target language
- 5. Understands various phrase groupings and structures in spoken forms of the target language (e.g., expressions, questions, polite commands)
- 6. Uses context clues (e.g., known language, diagrams, text features, graphics) to decode unfamiliar words and phrases in complex messages or texts
- 7. Understands the main ideas, themes, principal characters, and significant details of ability-appropriate authentic literature (e.g., narratives, shorts stories, poems, plays)

Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics

- 1. Presents information in the target language on topics of shared personal interest in

one's daily life at home or school (e.g., brief reports to the class, tape or video recorded messages)

- 2. Presents cultural and literary works in the target language that are appropriate at this developmental level (e.g., presents short plays and skits, recites selected poems and anecdotes, performs songs)
- 3. Writes in the target language in a variety of formats (e.g., notes, short letters, e-mail, business letters, thank you letters, descriptions, narrations, personal essays, poems, short stories, plays, songs, journals)
- 4. Writes to peers on topics of shared personal interest (e.g., everyday events, activities at home or in school)
- 5. Uses repetition, rephrasing, and gestures effectively to assist in presenting oral reports or presentations
- 6. Uses language conventions and style (e.g., complex grammatical structures, slang, humor, idioms, small talk, polite forms and status indicators, vernacular dialects, content area vocabulary) appropriate to different audiences and settings (e.g., formal, informal, social, academic, ceremonial)

Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture

- 1. Knows various age-appropriate cultural activities practiced in the target culture (e.g., adolescents' games such as card games, board games, and outdoor games; sports-related activities; music; television)
- 2. Knows cultural traditions and celebrations that exist in the target culture and how these traditions and celebrations compare with those of the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, recreational gatherings)
- 3. Knows patterns of behavior or interaction typical of one's age group in various settings in the target culture (e.g., dating, telephone usage, etiquette)
- 4. Knows a variety of age-appropriate utilitarian forms of the target culture (e.g., educational institutions or systems, means of transportation, various rules as they apply to the peer group in the culture being studied), their significance, and how these forms have influenced the larger community
- 5. Knows a variety of age-appropriate expressive forms of the culture (e.g., popular music and dance; appropriate authentic texts, such as children's magazines, comic books, children's literature, folktales; the use of color; common or everyday artwork such as designs typical of the culture's clothing, pottery, ceramics, paintings, architectural structures) and how these expressive forms compare with those of the native culture
- 6. Understands the general relationship between cultural perspectives and expressive products (e.g., music, visual arts, literature) in the target and native cultures
- 7. Understands the general relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) in the target and native cultures
- 8. Knows how "local" opinions of various aspects of the native culture compare with the views of peers from the target culture
- 9. Knows how various community members use the target language in their work
- 10. Knows historical and cultural figures from the target culture and their contributions
- 11. Knows chronological order and significance of important historical events in the target culture
- 12. Knows the location(s) and major geographic features of countries where the target language is/was used

Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages

- 1. Understands how idiomatic expressions have an impact on communication and reflect culture (e.g., anticipates larger units of meaning rather than individual word equivalencies)
- 2. Draws conclusions about the relationship among languages (e.g., based on cognates and idioms)
- 3. Understands that languages have critical sound distinctions that convey meaning

## HS (9-12)

Standard 1:

Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information

- 1.1 Uses the target language to express one's point of view through the exchange of personal feelings and ideas with members of the target culture
- 1.2 Uses appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, summarization) to communicate a message in the target language
- 1.3 Uses culturally appropriate nonverbal cues and body language (e.g., eye contact, personal space, gestures) to communicate a message in the target language and maintain listening comprehension
- 1.4 Uses appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating items in a pharmacy, finding a hotel or train station, repairing a tape recorder, asking for information)
- 1.5 Uses appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, negotiating solutions to problems)
- 1.6 Uses the target language to exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community

Standard 2:

Understands and interprets written and spoken language on diverse topics from diverse media

- 2.1 Understands the main ideas and significant details of extended discussions, lectures, formal presentations, and various forms of media (e.g., radio or television programs, movies) that are appropriate at this developmental level
- 2.2 Understands the main ideas and significant details of expository texts (e.g., full length feature articles in newspapers and magazines) on topics of current and historical importance to members of the target culture
- 2.3 Understands the main ideas and significant details of culturally significant songs, folk tales, comedy, and anecdotes in the target culture
- 2.4 Understands cultural nuances of meaning (e.g., word choice, idioms, intonation, inflection, formal and informal usage) in written and spoken language and in expressive products of the culture (e.g., literary genres, visual arts)

Standard 3:

Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics

- 3.1 Writes in the target language in a variety of forms (e.g., personal essays, poems, plays, short stories, songs, dialogue, business and personal letters, invitations, drama, journals, e-mail, articles for student publications, factual reports)

- 3.2 Summarizes orally or in writing the content of various expository texts appropriate at this developmental level (e.g., feature magazine or newspaper articles) on topics of current or historical interest to members of the target culture

Standard 4:

Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture

- 4.1 Understands various patterns of behavior or interaction that are typical of one's age group (e.g., extra-curricular activities, social engagements)
- 4.2 Knows career options that require knowledge of the target culture and proficiency in the target language
- 4.3 Knows graphic and statistical information about the target and native cultures (e.g., population, income)

Standard 5:

Understands that different languages use different patterns to communicate and applies this knowledge to the target and native languages

- 5.1 Knows various linguistic elements of the target language (e.g., time, tense, gender, syntax, style) and how these elements compare to linguistic elements in one's native language
- 5.2 Understands that the ability to comprehend language surpasses the ability to produce language
- 5.3 Understands the nature of the writing systems in the target, native, and other languages (e.g., logographic, syllabic, alphabetic)

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