

# Foreign Languages

Grades 9-12

## Communication

### Standard 1:

The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.4)

1. interacts in the target language in a number of true-life situations chosen from a variety of contexts (e.g., asking for information).
2. rephrases and uses indirect expressions to communicate a message in the target language.

### Standard 2:

The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.4)

1. obtains and processes information in spoken or written form on topics of academic, cultural, and historical interest, near the level of an educated native speaker of the language.
2. understands the main ideas and significant details of extended discussions, presentations, and feature programs on radio and television, in movies, and in other forms of media designed for use by native speakers.
3. reads authentic written materials and analyzes them orally or in writing (e.g., describes characters, plot, personal reactions, and feelings).
4. understands various aspects of and relationships between the arts, music, literature, history, politics, or economics as presented through a film or book produced by the target culture.

### Standard 3:

The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.4)

1. effectively communicates orally in the target language regarding a past, present, or future event.
2. communicates in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).

## Culture

### Standard 1:

The student demonstrates an understanding of the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices. (FL.B.1.4)

1. interacts in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication.
2. identifies and discusses various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture.
3. identifies and discusses various aspects of the target culture (e.g., social and political institutions and laws).
4. identifies and discusses artistic expressions and forms of the target culture (e.g., books, periodicals, videos, commercials, music, dance, design, and art).
5. identifies and discusses target-language writers and their works and assesses their influence not only on the products of his or her own culture, but also on other world cultures.

## Connections

### Standard 1:

The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.4)

1. conducts research on a topic of interest from an academic discipline (e.g., an event, a historical figure, or a scientific concept) using a variety of target-language sources (e.g., print, audio, and CD-ROM).

## **Standard 2:**

**The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.4)**

1. uses research information as a basis for expressing opinions that reflect knowledge of the target culture.
2. uses a concept or skill learned in the foreign-language class to communicate information to students in other content-area classes.
3. uses target-language skills to obtain information and perspectives from speakers of the target language.
4. uses target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest.
5. uses the target language to access, process, and discuss information that is only available through the target language or within the target culture (e.g., by using technology such as databases and CD-ROM produced in the target language or consulting target-language sources to gain information on a topic of personal, community, or global concern).

## **Comparisons**

### **Standard 1:**

**The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.4)**

1. knows elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.
2. understands and applies the target-language pronunciation, intonation, stress patterns, and writing conventions in a variety of contexts.
3. recognizes how languages differ in the way they can be used to communicate similar ideas (e.g., through oral, written, or artistic expression).

### **Standard 2:**

**The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.4)**

1. uses the target language to discuss how aspects of the target culture are reflected in his or her own culture.
2. recognizes different world views as presented in the media (e.g., TV, newspapers, and radio).

3. demonstrates knowledge and understanding of the similarities and differences between his or her own culture and the target culture as represented in the media and/or literature.
4. recognizes the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.

## **Experiences**

### **Standard 1:**

**The student uses the language within and beyond the school setting. (FL.E.1.4)**

1. understands that knowing more than one language allows people to function effectively in multilingual communities.
2. knows the benefits that being able to communicate in more than one language can have on one's career.