

Michigan World Language

# **Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**

Adopted 2007

**Communication:  
Communicate in World  
Languages**

**1.1 Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

Interpersonal Speaking/Listening or Signed (SL) Exemption: No Longer Spoken

Socializing

- a. Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions **1.1.N.SL.A**
- b. Ask and answer basic questions about the weather, health/physical conditions, self, family and friends **1.1.N.SL.B**
- c. Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions **1.1.N.SL.C**
- d. Request, offer, invite, and reply appropriately using memorized phrases **1.1.N.SL.D**
- a. Use the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities **1.1.M.SL.A**
- b. Recognize and use appropriate register/honorifics in a limited number of routine social situations such as making a purchase or an appointment **1.1.M.SL.B**
- c. Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply **1.1.M.SL.C**
- a. Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as weekend plans, vacation, jobs and travel **1.1.A.SL.A**
- b. Recognize and use appropriate register/honorifics in routine social and professional situations **1.1.A.SL.B**
- c. Request, offer, invite, and reply appropriately and provide rationale for the request, offer, invitation and reply **1.1.A.SL.C**

Identifying and Describing

- e. Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits **1.1.N.SL.E**
- f. Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits **1.1.N.SL.F**
- g. Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits **1.1.N.SL.G**
- d. Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture **1.1.M.SL.D**

- e. Share a detailed description about feelings, emotions and health of contemporary figures 1.1.M.SL.E
- f. Share a detailed description of places and things beyond their immediate environment or in the target culture 1.1.M.SL.F
- d. Share detailed description and analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture 1.1.A.SL.D
- e. Share detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film, and the arts 1.1.A.SL.E
- f. Share an analysis and comparison of attributes of places and things in the target culture by providing a detailed description 1.1.A.SL.F

#### Exchanging Information

- h. Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life 1.1.N.SL.H
- i. Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services 1.1.N.SL.I
- g. Exchange information in the target language about personal and social, community or current events 1.1.M.SL.G
- h. Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services 1.1.M.SL.H
- g. Use target language to discuss social issues and problems 1.1.A.SL.G
- h. Use target language to discuss current or past events that are of significance in the target culture 1.1.A.SL.H
- i. Report to someone the resolution of an everyday situation with a complication in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services 1.1.A.SL.I

#### Exchanging Opinions

- j. Share likes and dislikes in the target language with a classmate 1.1.N.SL.J
- k. Share opinions and preferences in the target language with their classmates 1.1.N.SL.K
- i. Interview a classmate in the target language about their likes, dislikes, preferences, and opinions 1.1.M.SL.I
- j. Share opinions and individual perspectives on a variety of topics dealing with contemporary issues 1.1.M.SL.J
- j. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and

art 1.1.A.SL.J

- k. Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture 1.1.A.SL.K

Interpersonal Reading/Writing (RW)  
Exemption: No Formal Writing System Signed

#### Socializing

- a. Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions 1.1.N.RW.A
- b. Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends 1.1.N.RW.B
- c. Recognize and use appropriate register/honorifics in limited, simple social correspondence 1.1.N.RW.C
- d. Request, offer, invite, and reply appropriately in writing using memorized phrases 1.1.N.RW.D
- a. Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about everyday topics such as school and community events and activities 1.1.M.RW.A
- b. Recognize and use appropriate register/honorifics in routine written social correspondence 1.1.M.RW.B
- c. Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply 1.1.M.RW.C
- a. Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about past and future activities such as weekend plans, vacation, jobs, and travel 1.1.A.RW.A
- b. Recognize and use appropriate register/honorifics in routine written social and professional correspondence 1.1.A.RW.B
- c. Request, offer, invite, and reply appropriately in writing and provide rationale for the request, offer, invitation and reply 1.1.A.RW.C

#### Identifying and Describing

- e. Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits 1.1.N.RW.E
- f. Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits 1.1.N.RW.F
- g. Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of

traits 1.1.N.RW.G

- d. Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture 1.1.M.RW.D
- e. Share a written detailed description of feelings, emotions, and health of contemporary figures 1.1.M.RW.E
- f. Share a written detailed description of places and things beyond the student's immediate environment or in the target culture 1.1.M.RW.F
- d. Share in writing a detailed description and analysis of physical appearance, character, and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture 1.1.A.RW.D
- e. Share in writing a detailed description and analysis of feelings, emotions and health of historical figures and characters in literature, TV, film, and the arts 1.1.A.RW.E
- f. Share in writing an analysis and comparison of attributes of places and things in the target culture by providing a detailed description 1.1.A.RW.F

#### Exchanging Information

- h. Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life 1.1.N.RW.H
- i. Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services 1.1.N.RW.I
- g. Exchange information in writing in the target language about personal and social, community, or current events 1.1.M.RW.G
- h. Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases 1.1.M.RW.H
- g. Exchange information in writing about social issues and problems 1.1.A.RW.G
- h. Report in writing, to someone, the resolution of an everyday situation with a complication in the target language relating to stores, transportation, services, and online purchases 1.1.A.RW.H
- i. Use target language to write about current or past events that are of significance in the target culture 1.1.A.RW.I

#### Exchanging Opinions

- j. Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters 1.1.N.RW.J
- k. Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters 1.1.N.RW.K

- i. Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information 1.1.M.RW.I
- j. Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues 1.1.M.RW.J
- j. Share opinions in writing about something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art 1.1.A.RW.J
- k. Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture 1.1.A.RW.K

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**1.2 Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.**

Interpretive Language -Listening (L) or Signed (SL)<br /> Exemption: No Longer Spoken

- a. Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests **1.2.N.L.A**
- b. Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences **1.2.N.L.B**
- c. Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production) **1.2.N.L.C**
- d. Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music) **1.2.N.L.D**
- a. Demonstrate understanding of oral classroom language in the target language on familiar topics **1.2.M.L.A**
- b. Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community **1.2.M.L.B**
- c. Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production) **1.2.M.L.C**
- d. Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music) **1.2.M.L.D**
- a. Demonstrate understanding of oral classroom language in the target language on a variety of familiar and unfamiliar topics **1.2.A.L.A**
- b. Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics **1.2.A.L.B**
- c. Analyze a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production) **1.2.A.L.C**
- d. Analyze an audio presentation (CD, lecture, radio, podcast, songs/music) **1.2.A.L.D**

Interpreting Written Language-Reading (R)<br /> Exemption: No Formal Writing System Signed

- a. Demonstrate understanding of written classroom language in the target language including directions, commands, and requests **1.2.N.R.A**
- b. Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories **1.2.N.R.B**
- c. Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities,

and everyday occurrences (email, letters, messages, notes, and text messages) 1.2.N.R.C

- a. Demonstrate understanding of written classroom language in the target language on familiar topics 1.2.M.R.A
- b. Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories. 1.2.M.R.B
- c. Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages) 1.2.M.R.C
- a. Demonstrate understanding of written classroom language in the target language on a variety of familiar and unfamiliar topics 1.2.A.R.A
- b. Understand and analyze written materials in the target language on unfamiliar topics such as, literary works, print media, websites/internet, directions 1.2.A.R.B
- c. Understand written interpersonal communication in the target language on a variety of familiar and unfamiliar topics (email, letters, messages, notes, and text messages) 1.2.A.R.C

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**1.3 Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

Presentational Language -Speaking (S) or Signed (SL)<br />Exemption: No Longer Spoken

- a. Present songs, poems or stories in the target language **1.3.N.S.A**
- b. Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school **1.3.N.S.B**
- c. Record materials in the target language, such as a puppet show, fashion show, or weather report **1.3.N.S.C**
- a. Present skits or short plays in the target language **1.3.M.S.A**
- b. Retell a story to an audience in the target language **1.3.M.S.B**
- c. Present brief oral reports about personal experiences, school, and community happenings in target language **1.3.M.S.C**
- d. Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show **1.3.M.S.D**
- a. Participate in and perform scenes in the target language from plays, and/or poems, or excerpts from short stories **1.3.A.S.A**
- b. Present a summary of a story including plot and characters or an event to an audience **1.3.A.S.B**
- c. Present oral reports on familiar and unfamiliar topics in target language **1.3.A.S.C**
- d. Produce an original target language information video/DVD recording of a complete newscast or target culture topic **1.3.A.S.D**

Presentational Language-Writing (W)<br />Exemption: No Formal Writing System Signed

- a. Illustrate and present materials in the target language such as an advertisement, poster, or menu **1.3.N.W.A**
- b. Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student's personal life, and share these with an audience **1.3.N.W.B**
- c. Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school **1.3.N.W.C**
- a. Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task **1.3.M.W.A**
- b. Create original compositions or journal entries in the target language **1.3.M.W.B**
- c. Present brief written reports about personal experiences, school, and community happenings in the target language **1.3.M.W.C**
- a. Create and disseminate a newsletter or webpage in the target language **1.3.A.W.A**

- b. Prepare a written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language 1.3.A.W.B
  - c. Present written reports on familiar and unfamiliar topics in the target language 1.3.A.W.C
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**Cultures: Gain Knowledge and Understanding of Other Cultures**

**2.1 Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

Understanding the impact of historic events and governmental systems within the target cultures (H)

- a. Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken 2.1.N.H.A
- b. Name the governmental system(s) and key political figures in a country in which the language is spoken 2.1.N.H.B
- c. Identify one important political issue in a country in which the language is spoken 2.1.N.H.C
- d. Identify and describe significant current events in a country in which the language is spoken 2.1.N.H.D
- e. Identify and explain how the language and culture expanded throughout the world 2.1.N.H.E
- a. Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken 2.1.M.H.A
- b. Describe three important features of the governmental/political system(s) in a country in which the language is spoken 2.1.M.H.B
- c. Explain important political issues in a community or country in which the language is spoken 2.1.M.H.C
- d. Explain the importance of significant current events in a community or country in which the language is spoken 2.1.M.H.D
- e. Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries 2.1.M.H.E
- a. Analyze the impact of major historic events on the culture of communities or countries in which the language is spoken 2.1.A.H.A
- b. Compare the governmental system of a country in which the language is spoken with that of one or more other countries 2.1.A.H.B
- c. Compare the position vis-à-vis an important political issue in two or more communities or countries in which the language is spoken 2.1.A.H.C
- d. Analyze the impact of major current events on the culture of communities or countries in which the language is spoken 2.1.A.H.D
- e. Analyze major tensions within and outside a community or country in which the language is spoken 2.1.A.H.E
- f. Explain who is considered majority and minority within a culture 2.1.A.H.F
- g. Analyze issues of gender, class and/or status in the target culture 2.1.A.H.G
- h. Analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken 2.1.A.H.H

Understanding the role of family and community within the target culture(s) (F)

- a. Describe family structures and the role of friends within a community or culture in which the language is spoken 2.1.N.F.A
  - b. Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) 2.1.N.F.B
  - c. Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services) 2.1.N.F.C
  - d. Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken 2.1.N.F.D
  - e. Explain the practices and significance of an important:
    - <li>civil or religious holiday or celebration AND</li>
    - <li>regional holiday or celebration AND</li>
    - <li>personal or family holiday or celebration</li>
 within a community or culture in which the target language is spoken 2.1.N.F.E
- a. Compare family structures and the role of friends within two or more communities or cultures in which the language is spoken 2.1.M.F.A
  - b. Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) 2.1.M.F.B
  - c. Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services) 2.1.M.F.C
  - d. Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken 2.1.M.F.D
  - e. Compare the practices and significance of an important:
    - <li>civil or religious holiday or celebration AND</li>
    - <li>regional holiday or celebration AND</li>
    - <li>personal or family holiday or celebration</li>
 across multiple communities or cultures in which the target language is spoken 2.1.M.F.E
- a. Analyze changes in family structures and the role of friends within a community or culture in which the language is spoken 2.1.A.F.A
  - b. Analyze the cultural beliefs, values, and perspectives associated with time and daily routines 2.1.A.F.B
  - c. Analyze and compare changes over time in how daily needs are met within a community or culture in which the language is spoken 2.1.A.F.C
  - d. Analyze the balance between work and leisure activities within a community or culture in which the language is spoken 2.1.A.F.D
  - e. Explain how cultural beliefs, values and perspectives serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations 2.1.A.F.E

Understanding education, employment, and the economy in the target cultures (E)

- a. Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken 2.1.N.E.A
- b. Identify the economic system in a community or culture in which the language is spoken 2.1.N.E.B
- c. Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken 2.1.N.E.C
- a. Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries 2.1.M.E.A
- b. Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries 2.1.M.E.B
- c. Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries 2.1.M.E.C
- a. Analyze secondary and post-secondary educational opportunities that lead to careers in the target country 2.1.A.E.A
- b. Analyze the role and impact of the economic system on a community or country in which the language is spoken 2.1.A.E.B
- c. Analyze the cultural beliefs related to money, wealth, and the social status of various types of employment 2.1.A.E.C

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## **2.2 Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

Understanding the impact of geography and natural resources on the target cultures (G)

- a. Identify countries, their capital and major cities in which the language is spoken **2.2.N.G.A**
  - b. Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken **2.2.N.G.B**
  - c. Identify the neighboring countries and geographic features surrounding a country in which the language is spoken **2.2.N.G.C**
  - d. Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken **2.2.N.G.D**
- a. Identify and describe regions and their distinctive characteristics within the countries where the language is spoken **2.2.M.G.A**
  - b. Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken **2.2.M.G.B**
  - c. Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken **2.2.M.G.C**
  - d. Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken **2.2.M.G.D**
- a. Locate and explain the development of urban, rural, and suburban areas within a country where the language is spoken **2.2.A.G.A**
  - b. Explain how geographic features help to define regional identities within a country **2.2.A.G.B**
  - c. Analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world **2.2.A.G.C**
  - d. Analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density **2.2.A.G.D**

Understanding the importance of cultural and creative heritage within the target cultures (C)

- a. Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites) **2.2.N.C.A**
  - b. Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites) **2.2.N.C.B**
- a. Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) **2.2.M.C.A**
  - b. Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) **2.2.M.C.B**

- a. Analyze the enduring contributions of current cultural icons to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people) 2.2.A.C.A
- b. Analyze the enduring contributions of historic culture to the world (arts, music, architecture, literature, film, media, TV, newspapers, important people) 2.2.A.C.B

Understanding the artifacts associated with family and community life within the target culture(s) (F)

- a. Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services) 2.2.N.F.A
- b. Identify products that were native to a community, region, or country in which the language is spoken 2.2.N.F.B
- c. Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken 2.2.N.F.C
- d. Describe and explain the significance of the products associated with an important:
  - <li>civil or religious holiday or celebration AND</li><li>regional holiday or celebration AND</li><li>personal or family holiday or celebration within a community or culture in which the target language is spoken</li>
 </ul> 2.2.N.F.D
- a. Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services) 2.2.M.F.A
- b. Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries 2.2.M.F.B
- Fc. Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken 2.2.M.FC
- d. Compare the significance of the products associated with an important:
  - <li>civil or religious holiday or celebration AND</li><li>regional holiday or celebration AND</li><li>personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken</li>
 </ul> 2.2.M.F.D
- a. Analyze and compare changes over time in products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken 2.2.A.F.A
- b. Analyze the contribution of indigenous products within the economy of different communities, regions, or countries 2.2.A.F.B
- c. Analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken 2.2.A.F.C
- d. Explain how cultural beliefs, values and perspectives influence the products associated with civil, religious, and personal/family holidays or

celebrations 2.2.A.F.D

Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)

- a. Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken 2.2.N.E.A
- b. Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken 2.2.N.E.B
- c. Recognize the currency of a country in which the language is spoken 2.2.N.E.C
- a. Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries 2.2.M.E.A
- b. Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries 2.2.M.E.B
- c. Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries 2.2.M.E.C
- a. Analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials 2.2.A.E.A
- b. Analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken 2.2.A.E.B
- c. Analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken 2.2.A.E.C

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**Connections: Connect with Other Disciplines and Acquire Information**

**3.1 Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.**

- a. Reinforce previously learned content knowledge through the target language 3.1.N.A
- a. Acquire new content knowledge about familiar topics through the target language 3.1.M.A
- a. Acquire new content knowledge about unfamiliar topics through the target language 3.1.A.A

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**3.2 Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.**

- a. Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture **3.2.N.A**
  - a. Use audio, visual, and/or print materials available only in the target language to acquire information **3.2.M.A**
  - a. Use information available only through the target language to identify and compare distinctive cultural viewpoints **3.2.A.A**
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## Comparisons: Develop Insight into the Nature of Language and Culture

### 4.1 Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- a. Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words) 4.1.N.A
  - b. Identify basic differences and similarities in grammatical structures between one's own language and the target 4.1.N.B
  - c. Identify basic differences and similarities in register/honorifics between one's own language and the target language 4.1.N.C
  - d. Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language  
Exemption for 4.2.N.d only: No Longer Spoken, Signed 4.1.N.D
- a. Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language 4.1.M.A
  - b. Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language 4.1.M.B
  - c. Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language 4.1.M.C
  - d. Select phonological features recognizing that meaning is not always conveyed through equivalent application of the same features from one's own language to the target language  
Exemption for 4.2.N.d only: No Longer Spoken, Signed 4.1.M.D
- a. Recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages 4.1.A.A
  - b. Recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages 4.1.A.B
  - c. Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages 4.1.A.C
  - d. Recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages  
Exemption for 4.2.N.d only: No Longer Spoken, Signed 4.1.A.D

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**4.2 Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

- a. Identify basic target culture practices and compare them to one's own 4.2.N.A
- b. Identify basic target culture products and compare them to one's own 4.2.N.B
- a. Identify the significance of the cultural practices within the target culture(s) and compare them to one's own 4.2.M.A
- b. Identify the significance of the cultural products within the target culture(s) and compare them to one's own 4.2.M.B
- a. Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own 4.2.A.A
- b. Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture products and compare them to one's own 4.2.A.B

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**Communities:  
Participate in  
Multilingual  
Communities at Home  
and Around the World**

**5.1 Use of Language: Students use the language both within and beyond the school setting.**

- a. Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations 5.1.N.A
- b. Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language 5.1.N.B
- a. Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages 5.1.M.A
- b. Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language 5.1.M.B
- a. Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, publications, and speeches 5.1.A.A
- b. Provide services to the school district and community through activities in the target language such as tutoring and helping speakers of the target language to function within the school or community 5.1.A.B

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**5.2 Personal Enrichment: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

- a. Willingly use the target language within the classroom setting **5.2.N.A**
- b. Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment **5.2.N.B**
- c. Identify careers where skills in another language or cross-cultural understanding are needed **5.2.N.C**
- a. Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom **5.2.M.A**
- b. Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and the new culture **5.2.M.B**
- c. Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed **5.2.M.C**
- a. Seek opportunities and use the target language in real life situations within the community **5.2.A.A**
- b. Use authentic target language print materials and electronic media to explore topics of personal interest from the points of view of the new culture **5.2.A.B**
- c. Participate in school-to-work projects such as an internship or outreach program that requires proficiency in the target language **5.2.A.C**