

Foreign Languages

Grades 6-8

Communication

Standard 1:

The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.3)

1. exchanges information with peers and familiar adults orally and in writing about topics of common interest and about the target culture (e.g., personal relationships, events in the past, or academic and cultural interests).
2. interacts with fluent native or non-native users of the target language, with sufficient skill to gather information necessary for a simple project.
3. uses appropriate vocabulary and cultural expressions to express the failure to understand a message and to request additional information (i.e., understands how to bridge gaps in communication in the target language).
4. uses repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.

Standard 2:

The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.3)

1. comprehends and interprets the content of authentic, written materials selected according to the familiarity of the topic and the scope of vocabulary and structure (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, and advertisements).
2. comprehends and interprets the main ideas and details from television, movies, videos, radio, or live presentations produced in the target language.
3. formulates and answers questions about the literary elements (e.g., plot, characters, main ideas, and supporting details) of authentic target-language literary selections.

4. recognizes the relationship between verbal and nonverbal signals in communication, while listening to a live speaker of the target language or while viewing and listening to a mass-media product (i.e., film, video, or concert).

Standard 3:

The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.3)

1. writes various types of texts (e.g., simple letters and essays) for a defined audience (e.g., teacher, peers, or pen pal) about topics of personal interest or experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).
2. provides information in spoken and written form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and contrasts between the target culture and his or her own culture).

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.1.3)

1. uses appropriate verbal and nonverbal communication for daily activities with peers and adults.
2. participates in age-appropriate cultural activities (e.g., sports-related activities, music, television, and games).
3. recognizes simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (such as school, family, and immediate community).
4. identifies and discusses various aspects of the target culture (e.g., educational systems or institutions, means of transportation, and various rules).
5. knows various expressive forms of the target

culture such as popular music, dance, children's magazines, comic books, children's literature, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and the influence of these forms on the larger community.

Connections

Standard 1:

The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.3)

1. uses new information from a target-language class (e.g., knowledge gained through a film or discussion in language class) to enhance study of a topic in another class.
2. uses sources in the target language to assemble specific information about topics of personal interest in connection with ideas being studied in another class.

Standard 2:

The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.3)

1. uses the target language to establish contact with members of the target culture (e.g., to obtain information about a hobby, sport, or topic of general interest).
2. uses the target language to gain access to information and perspectives that are only available through the target language or within the target culture (e.g., target-language tourism publications or target-language sources about the target-language community).
3. uses films or texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of the target culture.

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.1.3)

1. understands how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form.
2. identifies and uses typical patterns of communication in the target language (e.g., cognates and syntax variations) both orally and in written form.

Standard 2:

The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.3)

1. understands cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, "coming of age" celebrations, and recreational gatherings).
2. recognizes the similarities and differences between music and songs from the target culture and those in the native culture.
3. recognizes the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges).
4. understands selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.

Experiences

Standard 1:

The student uses the language within and beyond the school setting. (FL.E.1.3)

1. knows the major languages other than English that are used in the United States and the geographic regions in which they are most commonly used.
2. knows professional organizations or individuals who use the target language (e.g., foreign consulates, corporations, and educational institutions) that he or she could contact to request information about possible employment opportunities.