

CUSD 303
Year 2014-2015

Content	Cluster Standard	Standard	DOK	Skill Statements	DOK	Instructional Language	Resources
Communication: Interpersonal	ACTFL1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions	KY.2.NH.IC Exchange information about familiar tasks, topics, and activities	2	I can have short social interactions using phrases and simple sentences, using support to keep the conversation going.	2	clarification, repetition	French - 'T'es branché?', (1), 2014, EMC Publishing, LLC German - genial klick, (1), 2011, Langenscheidt KG Spanish - ¡Así se dice!, (1), 2012, The McGraw-Hill Companies, Inc.
				I can introduce myself and others using basic culturally appropriate greetings.	1	formal vs. informal, gestures	
				I can ask simple questions and give simple responses.	2		
				I can ask for or give simple directions to go somewhere or do something.	2		
				I can have a simple conversation on a limited number of familiar topics.	2	at least three exchanges	
				I can express my likes and dislikes with explanation.	2		
				I can solve simple problems in the target language.	2		
				I can ask for help in the target language to ensure understanding.	1		
				I can follow simple instructions in familiar settings.	1		
				I can give a series of instructions.	2		
Communication: Interpretive Listening	ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	WI.B.1 Understand spoken language that incorporates familiar vocabulary and structures	2	I can respond to requests for information about familiar topics using phrases or short sentences.	2		
				I can identify the basic information of what I hear in short conversations, oral presentations and via media.	1	media=means of mass communication ex: tv, newspapers, magazines, social media	
		WI.B.5 Begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order	2	I can follow short instructions in familiar settings supported by visuals.	2	Familiar=routine, every day, ordinary. Visuals=pictures, maps, graphs, charts, gestures	
				I can use prior knowledge to determine meaning.	2		
Communication: Interpretive Reading	ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	KY.1.NM.R Understand familiar words, phrases, and simple sentences	1	I can use and process gestures and intonation.	2		
				I can identify letters and symbols of the language.	1	family, personality traits, physical characteristics, body parts, self-descriptors, school environment, agenda, activities, foods, and shopping	
				I can understand short, simple descriptions, especially if there are visuals.	1	pictures, video clips, gestures	
				I can follow multistep written instructions supported by visuals.	2		
				I can recognize basic names, words, and phrases in everyday situations.	1		
Communication: Interpretive Reading (cont'd)	ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (cont'd)	KY.1.NH.R Understand some ideas from simple texts that contain familiar vocabulary	1	I can understand messages in which the writer tells or asks me about familiar topics of interest.	2	Familiar=routine, everyday, ordinary.	French - 'T'es branché?', (1), 2014, EMC Publishing, LLC German - genial klick, (1), 2011, Langenscheidt KG Spanish - ¡Así se dice!, (1),
				I can follow short written instructions supported by visuals.	2	classroom commands	
		NSLL-ELA Interpret informational texts with text features that support meaning, such as graphs and charts	2	I can understand messages in which the writer tells or asks me about familiar topics of interest.	2	short conversations, letter, note, email	
				I can use text features to interpret informational texts.	2	captions, pictures, charts, graphs, headings, subheadings	
NSLL-ELA Comprehend the principal message contained in various media	2	I can understand the primary message from a variety of media sources.	2	illustrated texts, posters or advertisements			

Communication: Presentational Speaking	ACTFL1.3 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers	KY.3.NM.PS Provide basic information about myself and my immediate surroundings, using words and phrases and memorized expressions	2	I can present information about myself and others.	2		2012, The McGraw-Hill Companies, Inc.
				I can express my likes and dislikes.	2		
				I can describe aspects of my daily life.	2	routines, school day, extracurricular activities	
				I can present a short skit or dramatic presentation using a series of sentences.	2		
				I can express my needs, wants, and plans using a series of sentences with some details.	2		
				I can present information about myself and others, something I have learned, and my likes and dislikes.	3	family member	
				I can describe something familiar using a series of sentences.	2		
				I can write and deliver a short speech on a topic of personal interest.	2		
				I can give a series of directions to someone in order for him/her to complete the task.	2		
Communication: Presentational Writing	ACTFL1.3 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers	WI.C.5 Write short compositions and letters	2	I can write simple sentences on numerous topics in a variety of formats.	2	letters, emails, notes, paragraphs	
				I can use specific details to explain preferences.	2		
				I can write simple sentences in response to video and texts.	2		
				I can write responses to questions posed to me in writing.	2		
				I can express my needs, wants, and plans using a series of sentences with details.	2		
Cultures: Practices and Perspectives	ACTFL2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied	WI.D.2.a Participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)	1	I can participate in and learn about cultural activities.	1		
				WI.D.3.d. Identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes. (Such as social etiquettes or the role of the family)	2	I can identify some common beliefs and attitudes in the target culture.	
		I can compare common beliefs and attitudes in the target culture with my own.	2				
		WI.D.2.b Compare and contrast activities from other cultures to their own in relation to home, school, community, and nation	2			I can compare and contrast activities from other cultures with my own.	
		Cultures: Products and Perspectives	ACTFL2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied	WI.E.2.b. Students will identify contributions and historical figures from the cultures studied that are significant to the target culture	1	I can identify contributions and historical figures from the target culture, such as music, explorers, art, sports, etc.	
WI.E.4.b. Students will identify countries, regions, and geographic features where the target language is spoken	1					I can identify countries, regions and geographic features where the target language is spoken.	1
				2	I can identify objects and symbols such as flags or currency in regions where the target language is spoken.	1	
Connections	ACTFL3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively				IL.30.A Use the target language to reinforce and further knowledge of other disciplines	2	I can recognize the currency of a country where the target language is spoken.
		I can name simple science terms referring to weather and nature.	1				
	2	WI.G.1 Read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures	2	I can understand themes from familiar vocabulary while viewing visual media in the target language.	2		
				I can compare and contrast my culture to the culture of my target language.	2		

Comparisons: Language	ACTFL4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own	WI.H.1 Identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning	2	I can make meaning of the target language by identifying cognates, root words, prefixes, suffixes, and sentence structure.	2		
Comparisons: Culture	ACTFL4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own	WI.1.2 Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures	2	I can identify aspects of different cultures.	1		
		WI.1.3 Understand the concept of culture as they compare other cultures to their own	2	I can compare and contrast my culture to other cultures.	2		
Communities: School and Beyond	ACTFL5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	WI.J3 Exchange information with people locally and around the world through various avenues	2	I can exchange information with other people in the target language.	2	Avenues: penpals, e-mail, videos, speeches, and publications	
Communities: Life-long Learning	ACTFL5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement	WI.K.1 Use various media in the language studied for study, work, or pleasure	1	I can explore different forms of media in the target language.	1	television, radio, internet, newspapers, magazines, advertisements	French - 'Tes branché?', (1), 2014, EMC Publishing, LLC
		WI.K.3 Deepen their understanding of other cultures through various avenues	1	I can use my experiences from the target culture to develop a greater awareness of that culture.	1	Avenues: such as cuisine, sports, theatre, dance, and art	German - genial klick, (1), 2011, Langenscheidt KG Spanish - ¡Así se dice!, (1), 2012, The McGraw-Hill Companies, Inc.
Foreign Language Competencies							
Language Competencies	Interpretive Listening and Reading			I can appropriately interpret information, concepts, and ideas from authentic sources on various topics.	3		
	Interpersonal Communication			I can exchange information, concepts, and ideas with a variety of speakers or readers on various topics within an appropriate context.	3		
	Presentational Speaking and Writing			I can present information, concepts, and ideas to an audience of listeners or readers on various topics within an appropriate context.	3		
Intercultural Competencies	Investigation			I can ask and seek out answers to complex questions about others.	2		
				I can compare and contrast different cultures to gain insight into my own and others'.	3		
				I can explore and analyze practices, products and perspectives of others.	3		
	Perspective		I can recognize and analyze cultures and ways of thinking, both my own and others'.	3			
	Application		I can use my language skills and knowledge to interact in and outside of the classroom.	4			
Adaptability and Flexibility			I can take risks, develop strategies and persevere.	3			
			I can adjust and modify strategies based on feedback and circumstances to achieve desired results.	3		French - 'Tes branché?', (1), 2014, EMC Publishing, LLC	
	Innovation and Creativity		I can work effectively and respectfully with diverse teams.	2			
			I can use language in imaginative and original ways to make useful contributions.	3		German - genial klick, (1), 2011, Langenscheidt	

