

## Foreign Language Level 2

CUSD 303

Year 2014-2015

Content	Cluster Standard	Standard	DOK	Skill Statements	DOK	Instructional Language	Resources
<b>Content</b>							
Communication: Interpersonal	ACTFL1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions	KY.L.IC Begin and carry on a conversation on a limited number of familiar topics. Ask and answer simple questions and exchange information in familiar situations using phrases and a series of sentences	2	I can have a simple conversation on a limited number of familiar topics.	2	<b>simple</b> - straight forward, uncomplicated	<b>French</b> - <i>T'es branché?</i> , (2), 2014, EMC Publishing, LLC  <b>German</b> - <i>genial klick</i> , (2), 2012, Langenscheidt KG
				I can express my reaction and emotions to others.	2	<b>Express</b> - to put into words	
				I can exchange information about academic topics familiar to me.	2	<b>exchange</b> - involves giving and receiving	
				I can ask and answer questions on familiar topics to keep a conversation going.	3		
				I can communicate my basic needs in everyday situations.	2		
Communication: Interpretive Listening	ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	KY.IL.L Understand the main idea and some details on familiar topics expressed in sentences, short conversations, presentations, and messages	1	I can identify the main idea and some details of what I hear in short conversations and oral presentations.	1	<b>identify - recognize or establish as specific person or thing.</b>	<b>Spanish</b> - <i>¡Así se dice!</i> , (2), 2012, The McGraw-Hill Companies, Inc.
				I can identify the main idea and some details on familiar topics presented via media.	1	<b>identify</b> - recognize or establish as specific person or thing.	
				I can follow more complicated directions and instructions in familiar settings.	1	<b>complicated directions</b> - containing multiple steps and or complex actions	
				I can identify the main idea and some details from oral stories on familiar topics written.	1	<b>oral</b> - spoken	
Communication: Interpretive Reading	ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	KY.IL.R Understand the main idea and some details in texts that contain familiar vocabulary	2	I can summarize messages about familiar topics of interest.	2		
				I can find and use information for practical purposes.	2	<b>practical</b> - authentic, realistic, useful	
				I can follow directions in more complicated situations with supportive context familiar to me.	2		
				I can use information from a variety of sources in my studies and work.	2		
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.L.PS Provide information on familiar topics using a series of sentences with some details	1	I can explain something familiar using a series of sentences.	1	<b>Series</b> - a succession of logical thoughts	
				I can express my needs, wants, and plans using a series of sentences with some details.	1	<b>Series</b> - a succession of logical thoughts	
				I can give a series of instructions.	1	<b>Series</b> - a succession of logical thoughts	
				I can present a short skit or dramatic presentation using a series of sentences.	2	<b>Series</b> - a succession of logical thoughts	
				I can express my opinion on familiar topics using a series of sentences.	2	<b>Series</b> - a succession of logical thoughts	
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	KY.IL.PW Write on familiar topics and experiences using a series of sentences with some details	2	I can describe something I know using a series of sentences with some details.	2	<b>Series</b> - a succession of logical thoughts	
				I can express my opinion on familiar topics using a series of sentences with some details.	2	<b>Series</b> - a succession of logical thoughts	
				I can compare things using a series of sentences.	3	<b>Series</b> - a succession of logical thoughts	
				I can compose questions to obtain and clarify information.	3	<b>clarify</b> - to simplify	

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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 Develop an awareness of another people's way of life, patterns of behavior that order their world, traditional ideas, attitudes, and perspectives that guide their behaviors	3	I can interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.	3	<b>interact</b> - an exchange of words or actions between two or more people.	<b>French</b> - <i>T'es branché?</i> , (2), 2014, EMC Publishing, LLC  <b>German</b> - <i>genial klick</i> , (2), 2012, Langenscheidt KG  <b>Spanish</b> - <i>¡Así se dice!</i> , (2), 2012, The McGraw-Hill Companies, Inc.
				I can compare and contrast activities from other cultures to my own in relation to home, school, community, and nation.	2	<b>compare</b> - examine for similarities or differences, parallel	
				I can discuss and compare beliefs and attitudes within the cultures studied and my own in relation to home, school, community and nation.	2	<b>discuss</b> - to consider or examine by argument or comment (talk or write)	
				I can explain historical and philosophical reasons for different patterns of interaction.	3	<b>explain</b> - make understandable	
				I can identify key historical figures and events in areas where the target language is spoken.	1	<b>identify</b> - recognize or establish as specific person or thing.	
				I can demonstrate an awareness of special celebrations, customs and traditions associated with times of the year in the target culture.	1	<b>awareness</b> - knowledge and understanding	
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 Respect and appreciate the diversity of their world, to learn about the contribution of other cultures to the world and the solutions they offer to problems confronting them. Awareness of how their views and other people's views of the world have been influenced	2	I can research the historic background of objects and symbols and how they came to represent certain cultures.	2		
				I can identify major contributions and historical figures from the culture studied that are significant in the target cultures.	1	<b>identify</b> - recognize or establish as specific person or thing.	
				I can relate and connect some historical and contemporary influences from other cultures that are significant in my own culture such as explorers and settlers, music, and sports.	2	<b>identify</b> - recognize or establish as specific person or thing.	
				I can explain the impact of the target country's geography on daily life.	2	<b>explain</b> - make understandable	
				I can identify major regions or ethnic groups in countries where the target language is spoken.		<b>identify</b> - recognize or establish as specific person or thing.	
				I can identify demographic features of geographical areas (population, income, imports, exports).	1	<b>identify</b> - recognize or establish as specific person or thing.	
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	WI.F.1 Use topics and skills from other school subjects to discuss and/or write in the language studied	2	I can apply the concepts, information, and vocabulary in target language resources that are connected to knowledge in other content areas.	2		
				I can construct a clear paragraph with a topic and supporting sentences.	1	<b>construct</b> - to form through combining ideas, set in logical order	
				I can identify basic geographical features on a map.	1	<b>identify</b> - recognize or establish as specific person or thing.	
				I can make observations on current and past weather conditions.	1		
		WI.F.2 Read material, listen to and/or watch programs in the language studies on topics from other classes	2	I can interpret basic information from a radio, television program and other form of media.	2	<b>interpret</b> - to bring out the meaning of	
Connections (cont'd)	ACTFL3.2 Access and evaluate information and diverse perspectives that are available through the language and its cultures	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	3	I can infer a cultural theme present in popular media (songs, TV shows, etc.).	3	<b>distinguish</b> - to perceive differences or distinct parts <b>Infer</b> - to conclude information from evidence	<b>French</b> - <i>T'es branché?</i> , (2), 2014, EMC Publishing, LLC  <b>German</b> - <i>genial klick</i> , (2), 2012, Langenscheidt KG
		WI.G.2 Access information in the language studied in order to gain greater insight about other cultures and/or their own	2	I can use context cues to interpret information from a website.	2	<b>interpret</b> - to bring out the meaning of	
	ACTFL4.1 Use the	WI.H.1 Identify cognates (words similar to English), word roots,		I can decode the meaning of a passage by using cognates.			

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Comparisons: Language	language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own	prefixes, suffixes, and sentence structure to derive meaning	1	I can infer meaning using contextual clues and drawing on known roots, words, and phrases.	2	<b>Context cues</b> - nonlinguistic clues from which to make meaning	<b>Spanish</b> - <i>¡Así se dice!</i> , (2), 2012, The McGraw-Hill Companies, Inc.
				I can identify patterns in prefixes & suffixes to interpret meanings.	1	<b>decode</b> - to analyze or interpret (bring out the meaning of)	
				I can compare and contrast how word use, phrasing, and sentence structure of the target language convey meaning.			
		WI.H.2 Identify expressions that cannot be translated word for word in order to derive meaning	1	I can recall and retell idiomatic expressions.	1		
		WI.H.3 Identify words and expressions that have no equivalent in another language	1	I can interpret words and expressions into and from the target language that are not cognates.	2		
		WI.H.4 Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language	1	I can demonstrate knowledge of formal and informal language.	1		
		WI.H.5 Compare the sound-symbol association of English to that of the language studied	1	I can produce appropriate pronunciation, intonation, and inflection.	1		
I can compare English pronunciation to that of the target language.	2	<b>compare</b> - examine for similarities or differences, parallel					
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.I.1 Discuss the meaning of perspectives, products, and practices in different cultures	2	I can explain (who, what, when, where, why) how perspectives of a culture connect to products and practices in the target culture.	3	<b>explain</b> - make understandable	
		WI.I.2 Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures	2	I can compare and contrast routine practices of daily life in target language societies (school, telephone conventions, food preferences, meal taking & manners, shopping, dress).	3	<b>compare</b> - examine for similarities or differences, parallel	
		WI.I.3 Understand the concept of culture as they compare other cultures to their own	2	I can interpret basic information such as (greetings, leave takings, common courtesy expressions) using culturally appropriate gestures.	2		
Communities: School and Beyond	ACTFL 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world	WI.J.3 Exchange information with people locally and around the world through avenues such as pen pals, e-mail, videos, speeches, and publications	3	I can exchange basic information with local target language speakers in informal contexts.	1		
				I can modify my speech in order to communicate through various mediums (pen pals, emails, videos, speeches, publications).	2	<b>modify</b> - make changes for improvement, restrict meaning for clarity sake	
				I can interpret information from local and international target language sources.	2	<b>interpret</b> - to bring out the meaning of	
				I can show an increasing awareness of errors, self-edit, and make revisions.	3	<b>awareness</b> - knowledge and understanding	
s: Life-long Learning	ACTFL 5.2 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	2	I can apply target language vocabulary to identify primary media sources.	2		<b>French</b> - <i>T'es branché?</i> , (2), 2014, EMC Publishing, LLC
		WI.K.2 Investigate careers where skills in another language and/or cross-cultural understanding are needed	2	I can research a variety of professions in which the target language may be used.	3		
		WI.K.3 Deepen their understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art	2	I can make observations and draw conclusions about typical diet, nutrition or physical fitness concerns.	2		
				I can use target language expressions to describe or participate in games, dances, or sports.	1		
I can recreate an artist representation based on the culture.	2						

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Communities		WI.K.4 Look for opportunities to learn more about languages and cultures	2	I can apply my knowledge of the target culture by engaging in various extracurricular opportunities.	3		<b>Spanish</b> - <i>¡Así se dice!</i> , (2), 2012, The McGraw-Hill Companies, Inc.
<b>Foreign Language Competencies</b>							
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 formulate complex questions about other cultures.	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 inside and outside of the classroom.	4		
Foreign Language Career and Life Competencies	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		
	Collaboration			I can work effectively and respectfully with diverse teams.	2		
	Innovation and Creativity			I can use language in imaginative and original ways to make useful contributions.	3		
	Critical Thinking		I can reflect critically on learning experiences and processes.	4			
	Initiative		I can set goals and reflect on my progress as I grow and improve.	4			
	Media Literacy		I can use, evaluate, and respond to constantly evolving information, media, and technology in a variety of situations.	3			
<b>Social Emotional Learning</b>							
Self-awareness and Self-management	1A Identify and manage one's emotions and behavior	3. Analyze how time management might improve your decision making		I can analyze in-school time management to improve decision making.	2		<b>French</b> - <i>T'es branché?</i> , (2), 2014, EMC Publishing, LLC  <b>German</b> - <i>genial klick</i> , (2), 2012, Langenscheidt KG  <b>Spanish</b> - <i>¡Así se dice!</i> , (2), 2012, The McGraw-Hill Companies, Inc.
				I can analyze out of school time management to improve decision making.	2		
		4. Practice assertive communication to manage stress		I can practice assertive communication amongst peers to manage stress.	2		
			I can practice assertive communication with adults to manage stress.	2			
	6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test)		I can practice a stress management technique to handle anxiety related to a school task.	2			
1B Recognize personal qualities and external supports	4. Make a plan to improve your performance in a school subject or area of family responsibility		I can make a plan to improve my performance in a school subject.	3			

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Social-awareness and Relationship Skills	2B Recognize individual and group similarities and differences	4. Evaluate efforts to promote increased understanding among groups		I can evaluate efforts to promote increased understanding among groups.	3		
		7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups		I can develop positive relationships with diverse peers. I can maintain positive relationships with diverse peers.	3		
Responsible Decision-making	3B Apply decision-making skills to deal responsibly with daily academic and social situations	1. Identify and apply effective time management and organizational skills		I can develop time management skills (= choices), and organizational skills (= use of planner, materials).	2		