

Foreign Language - AP

CUSD 303

Year 2014-2015

Content	Cluster Standard	Standard	DOK	Skill Statements	DOK	Instructional Language	Resources
Content							
Communication: Interpersonal	ACTFL1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions	KY.AM.IC1 Speak fluently, accurately, and effectively about a wide variety of events that occur in the present, past, and future	3	I can give a clear and detailed story about childhood memories, such as what happened during vacations or memorable events.	3		French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC
				I can give clear descriptions about cultural events.	3		
				I can talk about present challenges in my school or work-life, such as paying for classes or dealing with difficult colleagues.	2		
				I can discuss future plans, such as where I want to settle down or what I will be doing in the next few years.	2		
		KY.AM.IC2 Support my opinions clearly and precisely	3	I can explain advantages and disadvantages of various courses of action, such as whether to rent or buy a place to live.	3		German - <i>Aspekte</i> , 2014, Langenscheidt KG
		KY.AM.IC3 Use a variety of idiomatic and culturally authentic expressions appropriately	2	I can apply expressions or colloquialisms related to insults and praise.	2		
				I can apply expressions and colloquialisms related to emotions and feelings.	2		
				I can apply expressions and colloquialisms to describe attributes.	2		
				I can apply expressions and colloquialisms to exaggerate.	2		
		KY.AH.L1 Understand the speaker's perspective, tone and style expressed through a variety of media	2	I can interpret ideas and emotions expressed in a dramatic dialogue or monologue.	2		Spanish - <i>Triángulo Aprobado</i> , 2013, Wayside Publishing
Communication: Interpretive Listening	ACTFL1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions	KY.AH.L2 Understand viewpoints heard in a variety of situations	2	I can distinguish between varying viewpoints heard in news broadcasts.	2		
				I can recap the commentator's perspective.	3		
		KY.AH.L3 Understand films on historical, political, or scientific topics	4	I can analyze and synthesize the content of various presentations on academic topics.	4		
		KY.AM.L1 Understand most presentations even when idiomatic, technical, or slang expressions are used	2	I can grasp with intellect songs and authentic texts, even those with many idiomatic and slang expressions.	2		
		KY.AM.L2 Understand the underlying meaning of culturally authentic expressions	3	I can interpret the meaning of idiomatic expressions heard in movies, television, and other forms of media.	3	intepret: to bring out the meaning of	
				I can follow banter heard in talk shows and interviews.	3	banter: an exchange of light remarks	
		KY.AM.L3 Understand and describe the points of view of an emotionally-charged discussion	3	I can summarize the main points and details of people expressing different views in political debates.	3	summarize: to state in a concise way	
				I can summarize the points of view heard in arguments.	3		
		KY.AH.L1 Understand the speaker's perspective, tone and style expressed through a variety of media	2	I can interpret ideas and emotions expressed in a dramatic dialogue or monologue.	2		
				I can distinguish between varying viewpoints heard in news broadcasts.	2	distinguish: differentiate	
		KY.AH.L2 Understand viewpoints heard in a variety of situations	2	I can recap the commentator's perspective.	3	recap: retell	
		KY.AH.L3 Understand films on historical, political, or scientific topics	4	I can analyze and synthesize the content of various presentations on academic topics.	4		

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Communication: Interpretive Listening (cont'd)	ACTFL1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (cont'd)	KY.AM.IC1 Speak fluently, accurately, and effectively about a wide variety of events that occur in the present, past, and future	3	I can give a clear and detailed story about childhood memories, such as what happened during vacations or memorable events.	3		French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Triángulo Aprobado</i> , 2013, Wayside Publishing
				I can give clear descriptions about cultural events.	3		
				I can talk about present challenges in my school or work-life, such as paying for classes or dealing with difficult colleagues.	3		
				I can discuss future plans, such as where I want to settle down or what I will be doing in the next few years.	3	discuss: consider or examine by argument or	
		KY.AM.IC2 Support my opinions clearly and precisely	3	I can explain advantages and disadvantages of various courses of action, such as whether to rent or buy a place to live.	3	explain: make understandable	
		KY.AM.IC3 Use a variety of idiomatic and culturally authentic expressions appropriately	3	I can apply expressions or colloquialisms related to insults and praise.	3	apply: to put into action	
				I can apply expressions and colloquialisms related to emotions and feelings.	3		
				I can apply expressions and colloquialisms to describe attributes.	3		
				I can apply expressions and colloquialisms to exaggerate.	3		
		KY.AM.IC4 Exchange general information on many matters outside my fields of interest	2	I can exchange general information about my community, such as demographic information and points of interests.	2		
				I can exchange general information about leisure and travel, such as the world's most visited sites or most beautiful places to visit.	3		
				I can exchange general information about social and environmental issues such as the influence of mass media on society or government policies.	3		
		KY.AM.IC5 Handle a complication or unexpected turn of events	3	I can return or exchange a purchase when a vendor makes a mistake or when parts are missing.	3		
				I can clear up a major work place misunderstanding in a culturally appropriate manner.	3	clear up: clarify or simplify	
				I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays.	3	rearrange; to place in proper order	
		KY.AH.IC Express myself with fluency, flexibility, and precision on concrete and some abstract topics. I can adapt my language in most situations	3	I can convey degrees of support of or disagreement with another's point of view, such as I can agree with you on most of your points, and I can explain the areas where I disagree.	3	convey: to make known	
				I can convey degrees of sympathy or empathy.	4		
				I can convey degrees of anger or frustration.	3		
				I can convey degrees of approval or enthusiasm.	3		
				I can participate actively and react to others appropriately in debates, providing some facts and rationale to back up my statements.	4		
				I can participate actively in a friendly political/social debate.	4		

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Communication: Interpretive Listening (cont'd)	ACTFL1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (cont'd)	KY.AH.IC Express myself with fluency, flexibility, and precision on concrete and some abstract topics. I can adapt my language in most situations (<i>cont'd</i>)	3	I can give a supported argument about cultural influences on society.	4		French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Triángulo Aprobado</i> , 2013, Wayside Publishing
				I can exchange detailed information on how one's worldview influences one's adaptation to new culture.	4		
				I can exchange detailed information about humanity's influence on the environment.	4		
				I can exchange detailed information on technological advances.	4		
Communication: Interpretive Reading	ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	KY.AM.R1 Obtain information, ideas, and opinions from a range of lengthy and complex texts	3	I can interpret main ideas and details in non-fiction texts.	3		
				I can summarize the main points and details of editorials expressing opposite positions.	3		
				I can appreciate the products, perspectives and practices from within the target culture's own system.	3	appreciate: value or regard highly	
		KY.AM.R2 Understand information and opinions from specialized sources	3	I can summarize stated or implied attitudes and opinions from historical, political, and scientific texts.	3		
				I can interpret and restate the editorialist's perspective.	4		
		KY.AH.R1 Understand most texts even when idiomatic, technical, or slang expressions are used	3	I can interpret most idiomatic and slang expressions in fiction text.	3		
I can interpret most idiomatic and slang expressions in non-fiction texts.	3						
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.AM.PS.1 Describe with ease and detail topics related to home, school, work, leisure activities, and personal interests	3	I can present a full account of my activities on a recent trip.	3		
				I can describe in detail an art work I created for a class in comparison to other artwork.	3	describe: to tell or depict in written or spoken format	
		KY.AM.PS.2 Narrate with ease and detail events of current, public, or personal interest	3	I can recount the details of a historical battle or event.	3	recount: retell	
				I can narrate in detail the action of my favorite film or book.	3	narrate: give an account or	
				I can describe in detail an event that took place as part of our city celebration or other celebration.	3		
				I can tell children a scary story.	3		
		KY.AM.PS.3 Communicate my ideas on a variety of topics with accuracy, clarity, and precision	3	I can present on concrete and abstract topics with fluency and flexibility.	3		
				I can give an accurate description of something I witnessed.	3		
				I can communicate new ideas that I have about a project.	2	communicate: to give or	
				I can develop and propose solutions to issues and concrete problems that are common to communities near and far.	4		
		KY.AM.PS.4 Speak clearly and fluidly with consistent control of time frames and mood	3	I can relate a dream I had and the real and imagined emotional experience.	3	relate: to tell or give an account of	
				I can defend a viewpoint on an academic or professional issue.	3	defend: to uphold	
				I can give clear descriptions about cultural events that are about to happen or have happened in my city, state or country.	2	rephrase: to state differently	
		KY.AM.PS.5 Adapt my presentation to meet unexpected needs	3	I can rephrase or explain things in a similar way when I notice my audience does not understand me.	4		
				I can explain something using a simple analogy.	3		
				I can adapt a presentation on a professional topic to a general audience's level of understanding.	4		

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Communication: Presentational Speaking (cont'd)	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 (cont'd)	KY.AM.PS.6 Incorporate some appropriate idiomatic and culturally authentic expression in my presentation with ease	3	I can easily express my viewpoints using expressions appropriate for the target language and culture.	4	express: to put into words	French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Triángulo Aprobado</i> , 2013, Wayside Publishing
		KY.AH.PS Deliver a clear and fluid presentation and appropriately respond to the audience	3	I can incorporate the appropriate expressions according to audience and formality of setting.	4		
				I can speak in the target language using correct pronunciation, intonation and inflection.	2		
		KY.AH.PS2 Present and defend a viewpoint on an academic or professional issue	4	I can present an accurate and precise narrative or description about cultural influences on society.	4	sustain: to keep going	
				I can sustain an argument about the environment and support my opinion with details.	4		
		KY.AH.PS3 Consistently adapt a presentation to a variety of audiences	3	I can deliver a detailed and well-organized presentation about a topic that I have studied, such as modern art or immigration.	4	deliver: to present	
				I can adapt a presentation on why language learning is important to different audiences, such as professionals and the general public.	3		
				I can switch from informal to formal speech when speaking to a mixed group.	3		
				I can simplify my speech for younger or less informed audiences.	3	simplify: to make straightforward or	
				I can utilize paraphrasing, circumlocution and illustration to make myself more clearly understood.	3		
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.AM.PW1 Write detailed texts on a broad variety of concrete and professional topics	3	I can express and defend my viewpoints in well-written essays on social and academic topics.	3	Academic topics - such as healthcare and effective use of technology in the classroom	
				I can write clear, detailed descriptions of a factual nature, such as cultural events, college experiences, or workplace issues.	3		
				I can write summaries on a range of familiar and some new topics, such as novels, business articles, or documentaries.	3		
		KY.AM.PW2 Write clearly and fluidly, with consistent control of time frames and mood	3	I can relate a dream I had and the real and imagined emotions experienced.	3		
				I can write about events a past personal relevance in major time frames, such as the first day of school, or the day I had my first car accident.	3		
				I can write about future plans in great detail, such as career choices and travel plans.	3		
				I can write about global events, such as the Olympics, sports, and the economy with good organization and cohesiveness.	4		
		KY.AM.PW4 Adapt my writing to a variety of audiences, such as editorial readers, professionals, and the general public	3	I can write a letter to my boss explaining why I missed an important meeting due to a delay at the airport.	3		
				I can write a summary of the results of a survey in narrative form.	3		
				I can review a movie for a variety of publications adjusting the content as guided by the readers.	3	review: to critique	

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Communication: Presentational Writing (cont'd)	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 (cont'd)	KY.AM.PW5 Sustain and justify opinions and arguments in writing	4	I can write a letter to an airline official delineating the rude and unprofessional behavior of an airline employee.	4	delineating: to explain in specific terms	French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Triángulo Aprobado</i> , 2013, Wayside Publishing
		KY.AH.PW1 Create well-structured and easily readable reports, summaries, or articles on complex topics	3	I can write a letter of recommendation for a student or peer for a scholarship or financial aid to support his/her needs.	3		
				I can write clear, structured explanations about some complex topics familiar to me and underline the important issues, such as an editorial to support a political candidate, or the review of a movie.	3		
				I can support the elaborate points of view at some length providing both rationale and examples, such as my choice of career or academic studies.	3		
				I can access appropriate resources and compose a letter, report, or article on topics relevant to me.	3	access: to find or retrieve	
				I can utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language.	4		
				I can acquire the skills to cite sources appropriately both for target culture expectations and for U.S. cultural expectations.	3	acquire: to obtain	
				I can apply complex syntax and paragraph structure, and show coherence and cohesion of writing.	4		
		KY.AH.PW2 Write about abstract topics with precision and detail	4	I can synthesize information and arguments from a number of sources to support a report on topics, such as health care, nutrition, or exercise.	4	synthesize: to form by combining parts or elements	
				I can write an essay articulating my beliefs, such as the importance of family, friendship, or relationships.	4		
		KY.AH.PW3 Incorporate idiomatic and culturally authentic expressions in my writing with ease	3	I can provide critical feedback on a paper regarding strengths and weaknesses of a paper.	3		
				I can easily express my personal viewpoints using expressions appropriate for the target language and culture.	4		
				I can inform and complain to a company that the product shipped to me was defective and request compensation for the inconvenience this has caused.	4	inform: to tell about	
				I can self-edit using conscious effort.	4		
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.3 Compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community and nation	3	I can compare beliefs and attitudes of other cultures to my own (home, school, community and nation).	3	compare - examine for similarities or differences	
		WI.D.1 Interact in a variety of cultural contexts (formal/informal, social/work) with sensitivity and respect	2	I can interact in a variety of cultural contexts (formal/informal, social/work) with sensitivity and respect.	2	interact - an exchange or words or actions between two or more people	
		WI.D.2 Examine the role and importance of various social activities within the cultures studied (such as religious celebrations, historical events, rites of passage)	2	I can examine the role and importance of various social activities within the cultures studied (such as religious celebrations, historical events, rites of passage).	2	examine - to investigate	
		WI.D.4 Discuss historical and philosophical backgrounds that have influenced a culture's patterns of interaction	3	I can discuss historical and philosophical backgrounds that have influenced a culture's patterns of interaction.	3	discuss - to consider or examine by argument or comment (spoken or written)	

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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.1 Connect objects and symbols of other cultures to the underlying beliefs and perspectives	2	I can connect objects and symbols of other cultures to the underlying beliefs and perspectives.	4	connect - to join, link or combine	French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Triángulo Aprobado</i> , 2013, Wayside Publishing
		WI.E.2 Examine the role and significance of other cultures on the target culture	3	I can examine the role and significance of other cultures on the target culture.	3	examine - to investigate	
		WI.E.4 Evaluate the target country's geography with respect to the impact on politics, economics, and history	3	I can evaluate the target country's geography with respect to the impact on politics, economics, and history.	3	evaluate - to determine significance or worth	
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 use topics and skills from other school subjects to discuss and/or write in the language studied.	2		
		WI.F.2 Read material, listen to and/or watch programs in the language studied on topics from other classes and respond	2	I can read material, listen to and/or watch programs in the language studied on topics from other classes at appropriate level and respond.	2		
		WI.F.3 Access resources in the language studied on topics being discussed or researched in other classes	2	I can access authentic resources in the language studied on topics being discussed or researched in other classes.	2	access - to find or retrieve	
	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	2	I can gain a perspective on other cultures by reading, viewing, listening and talking about subjects contained in popular media from other countries.	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 identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning.	2	identify - recognize or establish as specific person or thing	
		WI.H.2 Identify expressions that cannot be translated word for word in order to derive meaning	2	I can identify and use expressions that cannot be translated word for word in order to determine meaning.	2	identify - recognize or establish as specific person or thing	
		WI.H.4 Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language	2	I can appropriately use formalities, levels of politeness, informal and formal language.	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.I.3 Understand the concept of culture as they compare other cultures to their own	3	I can define the concept of culture as I compare and connect other cultures to my own.	3	define - to state the meaning of, to identify	
		WI.I.1 Discuss the meaning of perspectives, products, and practices in different cultures	2	I can discuss in detail perspectives, products, and practices in different cultures.	2		
		WI.H.5 Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures	3	I can compare the form, meaning, and importance of certain perspectives, products, and practices to different cultures.	3	compare - examine for similarities or differences, parallel	
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	2	I can exchange information with people locally and around the world through avenues such as pen pals, e-mail, videos, speeches, and publications.	2	to give and receive	

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Communities: 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 use various media in the language studied for study, work or enjoyment.	2		French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Triángulo Aprobado</i> , 2013, Wayside Publishing
Foreign Language Competencies							
Language Competencies	Interpretive Listening and Reading			I can appropriately interpret information, concepts, and ideas from authentic sources on various topics.	3	interpret: to bring out the meaning of	
	Interpersonal Communication			I can exchange information, concepts, and ideas with a variety of speakers or readers on various topics within an appropriate context.	3	exchange: to give and receive	
	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	present: to speak or demonstrate	
Intercultural Competencies	Investigation			I can ask and seek out answers to complex questions about others.	2	seek: search hard for	
				I can compare and contrast different cultures to gain insight into my own and others'.	3	compare and contrast: examine for similarities and	
				I can explore and analyze practices, products and perspectives of others.	3	explore: look into closely	
	Perspective			I can recognize and analyze cultures and ways of thinking, both my own and others'.	3	analyze: examine critically	
	Application			I can use my language skills and knowledge to interact in and outside of the classroom.	4	utilize: make good use of	
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	adjust: to adapt	
	Collaboration			I can work effectively and respectfully with diverse teams.	3		
	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	reflect: to ponder or think	
	Initiative			I can set goals and reflect on progress as I grow and improve.	3		
	Media Literacy			I can use, evaluate, and respond to constantly evolving information, media, and technology in a variety of situations.	3	evaluate and respond: determine worth and answer in words	

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Social Emotional Learning							
Self-awareness and Self-management	1C Demonstrate skills related to achieving personal and academic goals	2 Anticipate barriers to achieving your goal and make contingency plans for overcoming them		11/12.1C2 I can predict barriers to achieving my goal and develop contingency plans for overcoming them.	2		French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG
Social-awareness and Relationship Skills	2A Recognize the feelings and perspectives of others	1. Analyze barriers to effective communication		I can analyze barriers to effective communication.	2		Spanish - <i>Triángulo Aprobado</i> , 2013, Wayside Publishing
		2. Evaluate opposing points of view on current issues (e.g., the role of students in the governance of their school)		I can evaluate opposing points of view on current issues.	2		
		3. Analyze the factors that have influenced your perspective on an issue		I can analyze the factors that have influenced my perspective on an issue.	2		
		5. Demonstrate ways to assert one's needs and viewpoints in a respectful manner		I can assert my needs and viewpoints in a respectful manner.	2		
	2B Recognize individual and group similarities and differences	5. Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups		I can evaluate how interactions with various social and cultural groups of people can change my perceptions of these groups.	3		
Responsible Decision-making	3A Consider ethical, safety, and societal factors in making decisions	1. Show how social norms influence how we behave in different settings including all types of social media		I can evaluate the setting to determine appropriate behavior based on social norms.	2		