

Foreign Language Level 5

CUSD 303

Year 2015-2016

| Content | Cluster Standard | Standard | Skill Statements | Resources |
|--|---|--|--|---------------------------|
| Content | | | | |
| Communication: Interpersonal Communication | ACTFL 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions | ACTFL IC.AL I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication | <p>I can participate in conversations on a wide variety of topics that go beyond my everyday life.</p> <p>I can compare and contrast life in different locations and in different times.</p> <p>I can resolve an unexpected complication that arises in a familiar situation.</p> <p>I can conduct or participate in interviews.</p> <p>AL.IC.1. I can express my ideas and opinions when engaged in lengthy conversation.</p> <p>AL.IC.3. I can communicate even when unpredictable situations arise in a familiar context.</p> <p>AM.IC.4. I can exchange general information on many matters outside my fields of interest.</p> <p>IH.IC.1. I can express degrees of emotion and respond appropriately to the emotions of others.</p> | Authentic media resources |
| Communication: Interpretive Listening | ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics | ACTFL.II.AL I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed | <p>I understand descriptions and stories of events that have happened or will happen.</p> <p>AL.L I can understand some extended speech on unfamiliar topics delivered through a variety of media.</p> <p>I can easily understand straightforward information or interactions.</p> <p>I can understand a few details in ads, announcements, and other simple recordings.</p> <p>I can sometimes understand situations with complicating factors.</p> <p>AM.L.1. I can understand most presentations even when some idiomatic, technical, or slang expressions are used.</p> <p>IH.L.3. I can identify the main idea and some details from discussions and interviews on familiar topics.</p> | |
| | ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics | ACTFL.IR.AL I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres. | <p>I can find and use information for practical purposes.</p> <p>I can read authentic texts that compare and contrast information.</p> <p>I can follow complex written instructions</p> | |

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| Communication: Interpretive Reading | | | <p>AL.R.2. I can understand articles in non-literary texts on unfamiliar topics.</p> <p>AL.R.4. I can recognize the intent of an author and purpose of a non-literary work.</p> <p>AM.R2. I can understand information and opinions from specialized sources.</p> <p>IH.R.4. I can understand many different types of texts that contain unfamiliar vocabulary.</p> | |
| Presentational Speaking | ACTFL1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics | ACTFL.PS.AL I can deliver organized presentations appropriate to my audience on a variety of topics and present information about events and experiences in various time frames. | <p>I can deliver short presentations on a number of academic and workplace topics.</p> <p>I can deliver short presentations on social and cultural topics.</p> <p>I can explain issues of public and community interest, including different viewpoints.</p> <p>AL.PS I can deliver a clear, organized presentation appropriate to my audience on a variety of topics.</p> <p>AL.PS.3. I speak using different time frames and appropriate mood with good control.</p> <p>AL.PS.2. I can explain my viewpoint on an issue of interest, giving advantages and disadvantages of various options.</p> | |
| Communication: Presentational Writing | ACTFL1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics | ACTFL.PS.AL I can write on general interest, academic, and professional topics as well as write organized paragraphs about events and experiences in various time frames. | <p>AL.PW.5. I can write about most topics even when I do not know a specific word or phrase.</p> <p>I can meet basic school and academic writing needs.</p> <p>I can meet basic social and civic writing needs.</p> <p>I can meet basic work and career writing needs.</p> <p>IH.PW.4. I can write descriptions or narratives in the present, past, and future, using connected, detailed paragraphs.</p> | |

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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 | ACTFL.IS.AL I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication. | I can interview for a job or service opportunity related to my field of expertise. I can interview someone about his/her professional interests and activities. | |
| | | ACTFL.PS.AL I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames. | I can present reasons for or against a position on a political or social issue. I can give a presentation about the importance of certain social and cultural practices. I can provide a rationale for the importance of certain classes, subjects, or training programs. I can make presentations on a variety of subjects I have researched. | |
| 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 | E.1. Objects and symbols: Students will research the historic background of objects and symbols and how they came to represent certain cultures E.2. Contributions: Students will examine the role and significance of the contributions of other cultures in today's world | |
| 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 WI.F.2 Read material, listen to and/or watch programs in the language studied on topics from other classes and respond | I can access authentic resources in the language studied on topics being discussed or researched in other classes. I can use topics and skills from other school subjects to discuss and/or write in language studied. | |
| | ACTFL 3.2 Access and evaluate information and diverse perspectives that are available through the language and its cultures | WI.F.3 Access resources in the language studied on topics being discussed or researched in other classes | I can gain a perspective on other cultures by reading, viewing, listening and talking about subjects contained in authentic media from other cultures. | |
| 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 | Reflect on the nature of language through comparisons of the language studied and their own | I can identify words and expressions that have no equivalent in another language. I can appropriately use formalities, levels of politeness, informal and formal language. AM.IC.3. I can use a variety of idiomatic and culturally authentic expressions appropriately. | |

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CUSD 303

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|---------------------------------|---|---|---|-----------|
| Comparisons: Culture | ACTFL3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively . ACTFL 3.2 Access and evaluate information and diverse perspectives that are available through the language and its cultures | Investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own | <p>I can compare traditions related to social events such as homecoming, graduation, marriages, funerals, etc.</p> <p>I can read texts that compare and contrast cultural information.</p> <p>I can compare a social or community project or policy with one in my own country.</p> <p>I can compare different jobs and study programs in a conversation with a peer.</p> | |
| Communities: School and Beyond | ACTFL5.1 Use the language both within and beyond the school setting | ACTFL.PW.AL I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames. | <p>I can make a presentation related to public health or safety.</p> <p>I can prepare reports and online communications for a social club, community, or political group.</p> | |
| Communities: Life-long Learning | ACTFL5.2 show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment | ACTFL.IL.AL I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed. | <p>I can follow simple oral stories, recorded books, summaries, or short excerpts from speeches.</p> <p>I can understand some simple information from a movie trailer.</p> <p>I can follow a YouTube comparison of two popular vacation locations.</p> | |

Social Emotional Learning

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| 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. | |
| | | | I can analyze out of school time management to improve decision making. | |
| | | 4. Practice assertive communication to manage stress | I can practice assertive communication amongst peers to manage stress. | |
| | | | I can practice assertive communication with adults to manage stress. | |
| | | 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. | |
| | 1B Recognize personal qualities and external supports | I can make a plan to improve your performance in a school subject. | | |
| | 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. | |

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CUSD 303

Year 2015-2016

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| Social-awareness and Relationship Skills | | 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. | |
| 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). | |
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| Foreign Language Level 5 | | | | |
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| Content | Cluster Standard | Standard | Skill Statements | Resources |
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| Foreign Language Competencies | | | | |
| Language Competencies | Interpretive Listening and Reading | | I can appropriately interpret information, concepts, and ideas from authentic sources on various topics. | |
| | Interpersonal Communication | | I can exchange information, concepts, and ideas with a variety of speakers or readers on various topics within an appropriate context. | |
| | 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. | |
| Investigation | I can formulate complex questions about other cultures. | | | |

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| Intercultural Competencies | | | I can compare and contrast different cultures to gain insight into my own and others'. | |
| | Perspective | | I can explore and analyze practices, products and perspectives of others. | |
| | Application | | I can recognize and analyze cultures and ways of thinking, both my own and others'. | |
| Foreign Language Career and Life Competencies | Adaptability and Flexibility | | I can use my language skills and knowledge to interact inside and outside of the classroom. | |
| | | | I can take risks, develop strategies and persevere. | |
| | | | I can adjust and modify strategies based on feedback and circumstances to achieve desired results. | |
| | Collaboration | | I can work effectively and respectfully with diverse teams. | |
| | Innovation and Creativity | | I can use language in imaginative and original ways to make useful contributions. | |
| | Critical Thinking | | I can reflect critically on learning experiences and processes. | |
| | Initiative | | I can set goals and reflect on my progress as I grow and improve. | |
| | Media Literacy | | I can use, evaluate, and respond to constantly evolving information, media, and technology in a variety of situations. | |
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| | ACTFL 5 C's: CLUSTER STANDARD KEY | | | |