

# Foreign Language Level 3

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.IM.IC State views and carry on conversations on a variety of familiar topics and in uncomplicated situations	2	I can ask and answer a variety of questions about routine personal information in uncomplicated situations.	2		<b>French</b> - <i>T'es branché?</i> , 2014, EMC Publishing, LLC  <b>German</b> - <i>genial klick</i> , 2014, Lagenscheidt KG  <b>Spanish</b> - <i>¡Así se dice!</i> , 2012, The McGraw-Hill Companies, Inc.
				I can discuss and solve problems in uncomplicated situations.	3		
				I can express and seek personal views and opinions on a variety of familiar topics.	3		
				I can start, maintain, and end a conversation on a variety of familiar topics.	2		
Communication: Interpretive Listening	ACTFL1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions	KY.IM.L Understand the main idea and many details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages	2	I can understand the main idea and many details of presentations on familiar topics.	2	main idea	
				I can understand the main idea and many details on familiar topics of personal interest presented through media.	2	main idea	
				I can understand the main idea and many details of a short discussion or interview on a familiar topic.	2	identify	
				I can follow the main idea and many details of a conversation on familiar topics even when the topic changes.	2	complicated directions	
Communication: Interpretive Reading	ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	KY.IM.R Understand the main idea and many details in texts that contain familiar vocabulary and some details in texts that contain unfamiliar vocabulary	2	I can summarize the main idea and many details when reading for personal enjoyment.	2	e-pal	
				I can summarize the main idea and many details when reading familiar articles and texts for information.	2	plot	
				I can summarize the main idea and some details when reading narratives, literary selections, and other fictional writings that contain unfamiliar vocabulary.	2	experiment	
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.IM.PS Describe experiences, events, and plans, and give opinions, narrate a story, and make a simple factual presentation using connected sentences with many details	2	I can describe plans and actions using connected sentences with many details.	2	family member	
				I can design a presentation on something I have learned using connected sentences with many details.	4		
				I can state my opinion and give supporting reasons using connected sentences with many details.	3		
				I can summarize a storyline using connected sentences with many details.	2		
				I can describe, tell about, and explain personal experiences and give my reaction to them using connected sentences with many details.	2		

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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.IM.PW Write communications, descriptions, and explanations on familiar topics using connected sentences with many details	2	I can connect detailed sentences with transitional phrases.	2		<b>French</b> - <i>T'es branché?</i> , (3), 2014, EMC Publishing, LLC  <b>German</b> - <i>genial klick</i> , (3), 2014, Langenscheidt KG  <b>Spanish</b> - <i>¡Así se dice!</i> , (3), 2012, The McGraw-Hill Companies, Inc.
				I can compose personal communications on familiar topics using connected sentences with many details.	3	personal communication- emails, letters, response to blogs, text messages	
				I can state my opinion and give supporting reasons using connected sentences.	3	connected sentences -	
				I can compose a short report on a familiar topic using connected sentences with many details.	3		
				I can write a description or explanation of a familiar topic using connected sentences with many details.	2		
				I can write about personal experiences and give my reaction to them using connected sentences with many 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.1 Interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations	2	I can identify patterns of behavior of the target culture in everyday situations.	2		
		WI.D.2 Experience cultural and social activities common to students of similar age in the target cultures (such as holiday celebrations, school life, and pastimes)	3	I can construct a role-play situation to relate to the experiences of a student from another culture.	3		
		WI.D.3 Identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes	2	I can make observations about my own beliefs and attitudes. I can compare my beliefs and attitudes to those of the target culture.	2		
		WI.D.4 Explain historical and philosophical reasons for different patterns of interaction	2	I can explain the cause and effect of historical events on the beliefs and behaviors of societies in the target culture.	2		
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 Compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture	3	I can compare symbols, such as food, art, tools, music, and literature from the target culture to my own. I can distinguish between the products of different cultures that speak the target language and explain why the differences exist.	3		
		WI.E.2 Identify major contributions and historical figures from the culture studied that are significant in the target cultures	1	I can explain how historical events have influenced societal structures and modern life.	3		
		WI.E.3 Identify some historical and contemporary influences from other cultures that impact today's society such as the democratic form of government and environmental concerns	3	I can draw conclusions about the affect that one culture has on those around it.	3		
		WI.E.4 Explain the impact of the target country's geography on daily life	2	I can assess the impact of various geographical features on a culture's daily life.	3		
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 summarize what I am learning in other classes using the target language.	2		
				I can speak and write about a topic from one of my other classes using the target language.	2		
		WI.F.2 Read material, listen to and/or watch programs in the language studied on topics from other classes	3	I can investigate topics from my other classes using print or audio/visual media in the target language.	3		
	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 draw conclusions about cultural attributes and themes that are embedded in popular media.	3		

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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 infer the meaning of phrases using cognates, word roots, prefixes, suffixes, and sentence structure.	2		<b>French</b> - <i>T'es branché?</i> , (3), 2014, EMC Publishing, LLC  <b>German</b> - <i>genial klick</i> , (3), 2014, Langenscheidt KG  <b>Spanish</b> - <i>¡Así se dice!</i> , (3), 2012, The McGraw-Hill Companies, Inc.
		WI.H.2 Identify expressions that cannot be translated word for word in order to derive meaning	1	I can recognize and interpret expressions that cannot be translated word for word appropriately in daily language.	2		
		WI.H.3 Identify words and expressions that have no equivalent in another language	1	I can recognize expressions that are unique to the target language.	2		
		WI.H.4 Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language	1	I can compare cultural characteristics of my language to the target 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 formulate my own definition of culture based on cultural comparison between the target culture and my own.	3		
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 respectfully communicate with target language speakers in a culturally appropriate manner.	2		
Communities: Life-long Learning	ACTFL 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement	WI.K1 Use various media in the language studied for study, work, or pleasure	2	I can enhance my studies, work and personal enjoyment by incorporating target language media into my everyday life.	2		
		WI.K.3 Deepen understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art	3	I can investigate the target culture through participation in cuisine, sports, theatre, dance, and art.	3		
<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		

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Intercultural Competencies	Investigation			I can ask and seek out answers to complex questions about others.	2		<b>French</b> - <i>T'es branché?</i> , (3), 2014, EMC Publishing, LLC	
				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			<b>German</b> - <i>genial klick</i> , (3), 2014, Langenscheidt KG
Application			I can use my language skills and knowledge to interact in and outside of the classroom.	4				
Foreign Language Career and Life Competencies	Adaptability and Flexibility				I can take risks, develop strategies and persevere.	3		<b>Spanish</b> - <i>¡Así se dice!</i> , (3), 2012, The McGraw-Hill Companies, Inc.
	Collaboration				I can adjust and modify strategies based on feedback and circumstances to achieve desired results.	3		
	Innovation and Creativity				I can work effectively and respectfully with diverse teams.	2		
	Critical Thinking				I can use language in imaginative and original ways to make useful contributions.	3		
	Initiative				I can reflect critically on learning experiences and processes.	4		
				I can set goals and reflect on 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	1C Demonstrate skills related to achieving personal and academic goals	2. Anticipate barriers to achieving your goal and make contingency plans for overcoming them		I can predict barriers to achieve my goal & develop contingency plans to overcome them.				
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. 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.				
		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.				
		5. Demonstrate ways to assert one's needs and viewpoints in a respectful manner		I can assert one's needs and viewpoints in a respectful manner.				
	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.				

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Responsible Decision-making		1. Identify and apply effective time management and organizational skills		I can develop time management skills (= choices), and organizational skills (= use of planner, materials).			<p><b>French</b> - <i>T'es branché?</i>, (3), 2014, EMC Publishing, LLC</p> <p><b>German</b> - <i>genial klick</i>, (3), 2014, Langenscheidt KG</p> <p><b>Spanish</b> - <i>¡Así se dice!</i>, (3), 2012, The McGraw-Hill Companies, Inc.</p>