

Foreign Language Level 4

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.IH.IC State and support many of my views and take an active part in discussions. I can handle some complicated situations on familiar topics	3	I can express degrees of emotion and respond appropriately to the emotions of others. I can exchange detailed information related to areas of mutual interest. I can ask for, follow and give directions in a variety of situations. I can express and support my opinions and make recommendations on a variety of topics in culturally appropriate ways.	3 2 2 3	express - to put into words exchange - to give and receive 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>Realidades</i> , 2014, Pearson Education, Inc.
Communication: Interpretive Listening	ACTFL1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions	KY.IH.L Understand the main points and most details in conversations, presentations, and messages on familiar topics. Understand the main idea and some details on unfamiliar topics	2	I can list factual information about everyday life, study, or work related topics. I can identify the main idea and significant details on familiar topics presented through media. I can identify the main idea and significant details from discussions and interviews on familiar topics.	1 2 2	identify - recognize or establish as specific person or thing identify - recognize or establish as specific person or thing	
Communication: Interpretive Reading	ACTFL1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	KY.AL.R Understand viewpoints and attitudes expressed in literary and non-literary texts	3	I can summarize the main idea and significant details from literary texts on unfamiliar topics. I can describe articles in non-literary texts on unfamiliar topics. I can recognize the intent of an author and purpose of the literary work and justify my response with evidence from the text. I can recognize the intent of an author and purpose of a non-literary work and justify my response with evidence from the text. I can determine the meaning of the text by using vocabulary knowledge, background knowledge and contextual clues.	2 2 3 3 2	summarize - to state in a written or spoken concise form literary - fictional readings non-literary - non-fictional readings	
Communication: Presentational Speaking	ACTFL1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	KY.AL.PS Deliver a clear, organized presentation appropriate to my audience on a variety of topics	3	I can describe personal experiences and interests with clarity and detail. I can present my viewpoint on an issue and support my opinion with clarity and detail. I can speak using different time frames and appropriate mood with good control. I can adapt my presentation to a specific audience. I can initiate communication and answer, ask, and respond to a question. I can read aloud in the target language using correct pronunciation, intonation and inflection.	2 3 3 3 2 2	present - to speak adapt - adjust oneself to different conditions intonation - the pitch pattern of a sentence that distinguishes a declarative sentence from a question or exclamation; inflection - change in pitch or tone of voice	
Communication: Presentational Writing	ACTFL1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	KY.AL.PW Express ideas on a variety of topics in clear, organized texts. Adjust my writing for some audiences	3	I can write well-organized essays, summaries and reports on a broad range of topics. I can write using different time frames and appropriate mood with good control. I can accurately use some idiomatic and culturally authentic expressions in writing.	3 3 2		

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Communication: Presentational Writing (<i>cont'd</i>)	ACTFL1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (<i>cont'd</i>)	KY.AL.PW Express ideas on a variety of topics in clear, organized texts. Adjust my writing for some audiences (<i>cont'd</i>)	3	I can usually write using style, language, and tone appropriate to the audience and purpose of the presentation.	3		French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Realidades</i> , 2014, Pearson Education, Inc.
				I can write about most topics even when I do not know a specific word or phrase.	2		
				I can show an increasing awareness of errors and the ability to self-edit.	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.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.	3	compare - examine for similarities or differences own culture -home, school, community and nation	
		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)	
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	
		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		
		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 compare other cultures with my own by accessing information in the language studied.	2	access - to find or retrieve	
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		
		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		
		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.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.I.2 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	

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Compa	studied and their own	WI.1.3 Characteristics of culture: 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	

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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	exchange - to give and receive	French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Realidades</i> , 2014, Pearson Education, Inc.
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		

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		
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 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		

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Social Emotional Learning							
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		French - <i>T'es branché?</i> , (4), 2014, EMC Publishing, LLC German - <i>Aspekte</i> , 2014, Langenscheidt KG Spanish - <i>Realidades</i> , 2014, Pearson Education, 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 your performance in a school subject.	3		
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.	3		
				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		