

**Big Understandings of the Content Area**

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<p><b><u>Content Standards</u></b> Students will understand:</p> <p><b>A. PERSON-TO-PERSON COMMUNICATION:</b> Students will develop communication skills for direct conversation and written correspondence. Students will be able to:</p>	<p><b>B. READING, LISTENING, AND VIEWING FOR UNDERSTANDING:</b> Students will develop reading, listening, and viewing skills so they can obtain and interpret information. Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language. Students will be able to:</p>	<p><b>C. ORAL AND WRITTEN PRESENTATIONS:</b> Students will develop skills in oral and written presentation for one-way communication with an individual or a group. Students will be able to:</p>	<p><b>D. WORKINGS OF LANGUAGE:</b> Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to:</p>	<p><b>E. CULTURAL PRACTICES, PRODUCTS, AND PERSPECTIVES:</b> Students will gain insight into another culture through an understanding of its social practices, products, and perspectives. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to:</p>	<p><b>F. CROSS-CULTURAL CONNECTIONS AND COMPARISONS:</b> Students will recognize the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought or geography. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to:</p>
<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <p><b>(Grades 3-4):</b></p> <ul style="list-style-type: none"> <li>♦ Express personal information by using learned patterns in short sentences.</li> <li>♦ Describe people and things using short phrases.</li> <li>♦ Express feelings about familiar situations.</li> <li>♦ Make and respond to simple requests.</li> <li>♦ Ask and respond to questions in social situations.</li> </ul> <p><b>(Grades 5-8):</b></p> <ul style="list-style-type: none"> <li>♦ Exchange information about personal events or familiar situations by using strings of short sentences.</li> <li>♦ Ask for and give directions and simple instructions (Limited in Spanish).</li> <li>♦ Compare and contrast people, objects, and events by using short sentences.</li> </ul> <p><b>(Grades 9-12):</b></p> <ul style="list-style-type: none"> <li>♦ Compare and contrast people, things, and events by using strings of sentences.</li> <li>♦ Present and exchange</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <p><b>(Grades 5-8):</b></p> <ul style="list-style-type: none"> <li>♦ Answer questions on the content of announcements and messages on familiar topics. *</li> <li>♦ Follow a set of directions to develop a product (e.g., origami bird, greeting card).</li> <li>♦ Read and evaluate simple written sentences by editing, revising, and creating a final draft.</li> <li>♦ Identify the primary messages in short written informational texts on familiar topics. *</li> <li>♦ Read and interpret multiple-step written directions. *</li> <li>♦ Read and interpret simple printed information such as advertisements and posters.*</li> <li>♦ Demonstrate understanding of the main ideas and supporting details of short narratives on familiar topics.*</li> <li>♦ Recognize common oral phrases and structures.</li> <li>♦ Collect data or identify main ideas and themes from authentic television, radio, or live</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <p><b>(Grades 3-4):</b></p> <ul style="list-style-type: none"> <li>♦ Present information on a specific topic in short written or spoken sentences.</li> </ul> <p><b>(Grades 5-8):</b></p> <ul style="list-style-type: none"> <li>♦ Write notes or short letters, on topics of personal interest, by using a series of connected sentences.</li> <li>♦ Use strings of short sentences to make informative oral presentations on topics of personal interest.</li> <li>♦ Prepare stories or brief written reports on daily life or on a topic studied in another subject area.</li> </ul> <p>♦ Write about their feelings regarding a special person or event.</p>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <p><b>(Grades 3-4):</b></p> <ul style="list-style-type: none"> <li>♦ Identify idiomatic expressions in their own language and the second language. *</li> <li>♦ Recognize and use formal and informal forms of language in the second language and their own language.</li> </ul> <p><b>(Grades 5-8):</b></p> <ul style="list-style-type: none"> <li>♦ Demonstrate awareness that languages have critical sound distinctions that affect meaning, (e.g., “read” [present tense] and “read” [past tense]).</li> </ul> <p><b>(Grades 9-12):</b></p> <ul style="list-style-type: none"> <li>♦ Recognize noun and verb forms and how they function in the second language in relation to comparable elements in English. *</li> <li>♦ Compare variations of meanings of words, gestures, and intonation in the second language and English. *</li> <li>♦ Demonstrate knowledge of the relationship between grammatical structure (e.g., word order, verb tenses, noun</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <p><b>(Grades 5-8):</b></p> <ul style="list-style-type: none"> <li>♦ Discuss patterns of behavior typical of their peer group in another culture. *</li> <li>♦ Participate in cultural practices such as games (role of leader, taking turns, etc), sports and entertainment (e.g., music, dance, drama).*</li> <li>♦ Search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household and holiday items, foods, tools, clothing) of another culture as found within their own homes and communities.</li> </ul> <p><b>(Grades 9-12):</b></p> <ul style="list-style-type: none"> <li>♦ Experience (read, listen to, view, perform) the arts of another culture (e.g., stories, poetry, music, film, sculpture, dance, drama, myth, legend) and discuss their meaning to that cultural community. *</li> <li>♦ Engage in everyday activities of another culture (e.g., eating, shopping, entertaining,</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <p><b>(Grades 3-4):</b></p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding, in the second language, of terms and concepts learned in other subject areas, such as weather, math facts, measurements, plants and animals, and geography.</li> </ul> <p><b>(Grades 5-8):</b></p> <ul style="list-style-type: none"> <li>♦ Identify cultural practices and values relating to family, school, work, and play of people both in their own and another culture.</li> <li>♦ Demonstrate knowledge of the influence of the products and practices of another culture on their own culture.</li> </ul> <p><b>(Grades 9-12):</b></p> <ul style="list-style-type: none"> <li>♦ Demonstrate an awareness of the relationship between cultural practices (e.g., rituals, work habits, sports, leisure activities) and values by comparing selected practices from another culture with their own. *</li> <li>♦ Demonstrate an understanding</li> </ul>

**Grade/Content Area: Modern and Classical Languages Level 2**

**GRADE LEVEL/CONTENT AREA GUIDE TEMPLATE**

<p>information about current, past, and future events regarding issues of personal interest.</p>	<p>programs from another culture.  <b>(Grades 9-12):</b></p> <ul style="list-style-type: none"> <li>♦ Demonstrate comprehension of selected short samples of spoken language.</li> <li>♦ Demonstrate understanding of the main ideas of non-fiction oral presentations such as newscasts and documentaries.</li> <li>♦ Demonstrate comprehension of short written texts that contain some unfamiliar content.</li> <li>♦ Identify the main ideas and supporting details of an informational text such as a letter, story, poem, or newspaper.</li> <li>♦ Demonstrate understanding of the main ideas and supporting details of brief discussions and presentations about familiar topics.</li> <li>♦ In the study of Latin or ancient Greek, recognize the grammatical structures essential to understanding a short narrative or reading passage.</li> <li>♦ In the study of Latin or ancient Greek translate a narrative into English.</li> </ul>		<p>cases, and number) and meaning</p>	<p>telephoning), using appropriate nonverbal cues and verbal cues in the second language.*</p> <ul style="list-style-type: none"> <li>♦ Identify and discuss connections between cultural values and socially approved behaviors of another culture.*</li> <li>♦ Identify and discuss social, political, and economic issues that affect youth or the community in the culture studies (e.g., legal rights, political organizing, employment opportunities</li> </ul>	<p>of the way tangible products (e.g., food, tools, artwork) and intangible products (e.g., laws, educational systems) define a culture and how they influence other cultures.*</p>
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