

SD World Language Content Standards

GOAL ONE:

Students will communicate in world languages for multiple purposes within various contexts.

<p>1.1 Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. respond appropriately to basic social interactions. b. express basic needs and wants in the target language. c. recognize sounds/symbol relationships in the target language. 	<p>1.2 Comprehend the main ideas and significant details in oral and written presentation in the target language.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. use recognized words to understand basic concepts in the target language. b. recognize differences found in illustrations and oral language from the target culture. c. illustrate/retell significant details presented in text from the target language. 	<p>1.3 Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. initiate proper pronunciation of basic words and phrases of the target language. b. model culturally appropriate gestures to convey meaning. c. recognize the need for appropriate pronunciation in formal and informal situations. 	<p>1.4 Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. recognize there are various ways to express ideas in the target language when personal vocabulary is limited. b. use appropriate question words to gain information. c. use non-verbal language to clarify a verbal message.
Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards
<ul style="list-style-type: none"> • understand and use appropriate forms of address in courtesy expressions (e.g., greetings and introductions, leave takings) • make routine classroom requests (e.g., what page, please repeat) • describe feelings and physical needs • recognize numbers, letters, and basic words in print and speech (e.g., names, days of the week, familiar objects) • follow simple directions (e.g., open book, go to chalkboard, close the door) 	<ul style="list-style-type: none"> • identify key ideas found in various media (e.g., illustrations, posters, advertisements) • use role playing to present various ideas, thoughts, and actions found in various target language texts • understand brief written messages and short personal notes on familiar topics (e.g., family, school events, and celebrations) • identify main ideas and principal characters in stories or children's literature 	<ul style="list-style-type: none"> • practice vowel and consonant sounds, as well as other language specific problem areas • use real life scenes to emulate appropriate gestures and properly pronounce rote phrases • recognize mispronunciation can change the meaning of a phrase/sentence • reproduce specific phrases from the target language • understand different words are appropriate in formal and informal situations • recognize that deliberate use of informal address may indicate insult/disgust/put down 	<ul style="list-style-type: none"> • use pantomime/gesture to illustrate meaning and provide additional clarification of intended message • memorize key interrogatives (e.g., who, what, when, where, why, how much) • use diagrams, drawings, or visual aids to deliver a message

These grade levels are only given for a K-12 world language program.

*In a perfect world, world language study would begin at this level.

In most SD schools, however, it begins in high schools.

The Beginning / Intermediate / Advanced levels would parallel then first, second, and third / fourth year programs.

*See glossary

SD World Language Content Standards

GOAL ONE:

Students will communicate in world languages for multiple purposes within various contexts.

<p>1.1 Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. initiate basic social conversations with others. b. initiate and respond to everyday information using the target language. c. prepare simple forms of written communication in the target language. 	<p>1.2 Comprehend the main ideas and significant details in oral and written presentation in the target language.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. determine the main ideas from various oral and written presentations in the target language. b. interpret cultural differences found in various forms of communication. c. use the target language to summarize ideas and details found in oral and written communication. 	<p>1.3 Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. use correct pronunciation when communicating everyday word phrases. b. use culturally acceptable gestures in formal and informal situations. c. use appropriate pronunciation in formal and informal situations. 	<p>1.4 Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. recognize the limitations of personal vocabulary in the target language. b. use various questioning strategies to gain information. c. use alternative strategies to clarify meaning in the target language (e.g. gestures, alternative phrases).
Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards
<ul style="list-style-type: none"> • exchange basic information in formal and informal settings (e.g., health, personal needs, family members, daily activities) • introduce one individual to another • prepare lists, personal reminders, and simple notes in the target language (e.g., things to do, shopping list) • write simple narrative paragraphs on everyday topics (e.g., home, family, school, likes/dislikes) • write personal messages in the target language (e.g., e-mail, party invitations, friendly letters) 	<ul style="list-style-type: none"> • explain main ideas/concepts from print and electronic media (e.g., videos, newspapers, classroom magazines) • identify principal characters and comprehend main ideas and themes in selected literary texts (e.g., fairy tales, stories, poetry) • compare/contrast the format/presentation of various target culture media (e.g., advertisements, obituaries, comics, phone books) • create presentations which demonstrate understanding of ideas, concepts, and information acquired through the target language (e.g., posters, videos, essays) 	<ul style="list-style-type: none"> • demonstrate correct pronunciation in basic conversations • use appropriate gestures in daily activities among peers and adults • differentiate between oral and written variations in formal/informal speech • select and use culturally appropriate oral and visual cues to enhance communication • compare/contrast verbal and nonverbal behaviors within particular activities 	<ul style="list-style-type: none"> • reflect on various communication errors to enhance personal target language skills • improvise ways to communicate information or requests/needs in various real life situations (e.g., travel, medical, purchases) • draw upon descriptive vocabulary to convey a message (e.g., describe the product, item, or problem) • ask questions/request clarification in various situations (e.g., getting directions, answering a request)

SD World Language Content Standards

GOAL ONE:

Students will communicate in world languages for multiple purposes within various contexts.

<p>1.1 Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>initiate, sustain and conclude conversations with others in various social situations..</i> b. <i>interpret and respond to information on a wide variety of topics.</i> c. <i>prepare various forms of formal and informal written communication.</i> 	<p>1.2 Comprehend the main ideas and significant details in oral and written presentation in the target language.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>interpret the main ideas and details found in oral and written presentations.</i> b. <i>summarize information using an appropriate cultural perspective.</i> c. <i>use the target language to present a personal synthesis of ideas and details found in oral and written communication.</i> 	<p>1.3 Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>produce proper pronunciation of unknown words from the target language.</i> b. <i>determine the culturally appropriate use of gestures to convey meaning.</i> c. <i>use situationally appropriate communication.</i> 	<p>1.4 Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>use prior knowledge to express meaning when personal command of language is inadequate.</i> b. <i>develop effective questioning strategies to clarify information.</i> c. <i>use a variety of language strategies to convey meaning.</i>
Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards
<ul style="list-style-type: none"> • create and respond to messages, texts, and letters • acquire goods, services, or information orally or in writing • communicate orally in the target language about past, present, or future events • participate in conversations related to student/peer needs and interests • participate in a panel discussion to share viewpoints and opinions on a film or text 	<ul style="list-style-type: none"> • summarize the key points of live or recorded discussions, lectures, and presentations on current or past events • explain/describe the principal elements of non-fiction articles in newspapers, magazines, and e-mail on topics of current importance • analyze the main plots, subplots, and characters in authentic target language texts • research and synthesize information from a variety of sources 	<ul style="list-style-type: none"> • use sight and practiced oral reading exercises from original text to produce proper pronunciation • analyze the relationship between verbal and nonverbal signals in communication in the target language • apply sound patterns of the target language in a variety of contexts • analyze visual presentations to determine culturally/situationally appropriate use of gestures • use language and behaviors that are appropriate to the setting (e.g., personal, social, academic, occupational) 	<ul style="list-style-type: none"> • ask and respond to open-ended questions • use descriptive vocabulary to give/follow directions in unfamiliar situations • use aural/oral and visual cues to enhance meaning • use repetition, rephrasing, and/or gestures to convey message/meaning in the target language

SD World Language Content Standards

GOAL TWO:

Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.

Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards
<p>2.1 Examine various interactions and patterns of behavior typical of the target culture.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> a. recognize that all cultures have their own unique patterns of behavior. b. explore the reasons for various behavior patterns in the target culture. c. recognize there are accepted ways to respond and react within the target culture. 	<p>2.2 Analyze various customs, traditions, beliefs, and values of the target culture.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> a. recognize cultural differences exist among different peoples. b. explore customs and traditions significant to the target culture. c. imitate traditions and customs of the target culture. 	<p>2.3 Analyze various institutions and systems of the target culture.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> a. recognize common social, economic, and governmental systems in the target culture. b. describe the unique characteristics of various institutions within the target culture c. recognize that organizations in the target culture have different roles/functions. 	<p>2.4 Analyze the influence of significant artistic and scientific/technological contributions of the target culture on the world community.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> a. explore basic expressive art forms of the target culture (e.g. visual arts, music, dance). b. explore how customs and beliefs of the target culture are reflected in its art forms and work. c. understand that all cultures make artistic and scientific contributions to the world community.
<ul style="list-style-type: none"> • identify unique practices of the target culture through various forms of media (e.g., CD ROM, pictures, video) • identify simple behavior patterns within the target culture • explore why various common behavior/social practices exist in the target culture (e.g., afternoon siestas in Spain, daily visits to the market in Germany) • identify various factors which affect social practices/behavior patterns in the target culture 	<ul style="list-style-type: none"> • identify stereotypes about the target culture • identify significant customs, traditions, beliefs, and values of the target culture • identify important holidays or celebrations of the target culture • identify objects, images, and symbols which reflect or represent customs/values/beliefs of the target culture (e.g., national flag, landmarks: Leaning Tower of Pisa, Bear Butte) 	<ul style="list-style-type: none"> • use pictures, videos, and CD ROM to identify characteristics of homes, schools, businesses, types of transportation, and money of the target culture • investigate the role of various institutions/organizations in the target culture (e.g. schools, churches, political groups) • identify tangible products of the target culture (e.g., clothing, food/drink, manufactured goods) • explore the currency of the target culture • investigate housing, business/trade, transportation, and basic social services in the target culture (e.g., marketplaces, railways, health care, police) • explore systems of government in the target culture (e.g., monarchs, presidents, prime ministers) 	<ul style="list-style-type: none"> • identify artistic works that are uniquely representative of the target culture (e.g., literature, music, dance, architecture, sculpture, paintings) • explore and produce types of art work or crafts representative of the target culture • participate in age-appropriate activities reflective of the target culture (e.g., games, dances, songs) • identify significant artists/scientists/inventors from the target culture • identify national pastimes and popular forms of entertainment in the target culture

SD World Language Content Standards

GOAL TWO:

Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.

<p>2.1 Examine various interactions and patterns of behavior typical of the target culture.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. explain various patterns of behavior typical of a specific age group within the target culture. b. analyze the reasons for various behavior patterns in the target culture. c. determine the accepted ways to respond and interact in the target culture. 	<p>2.2 Analyze various customs, traditions, beliefs, and values of the target culture.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. understand and explain the existence of cultural differences among peoples. b. describe the reasons for various customs and traditions of the target culture. c. model behavior based on the traditions and customs of the target culture. 	<p>2.3 Analyze various institutions and systems of the target culture.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. describe the development of various systems and institutions in the target culture. b. investigate the structure of various institutions and systems of the target culture. c. examine the role and functions of various institutions and systems in the target culture. 	<p>2.4 Analyze the influence of significant artistic and scientific/technological contributions of the target culture on the world community.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. describe various artistic contributions of the target culture. b. determine how values of the target culture shaped specific artistic, linguistic, and scientific developments. c. describe the effects of various artistic and scientific contributions of the target culture on the world community.
Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards
<ul style="list-style-type: none"> • use role play to demonstrate social interactions among adults and youth in various contexts (e.g., different ages, genders) • compare/contrast various behavior patterns of the home and target culture • describe patterns of behavior typical of peer groups in the target culture • investigate ways gender and age roles have changed or remained the same in the target culture • describe factors that affect social practices or behavior patterns in the target culture 	<ul style="list-style-type: none"> • describe significant customs, traditions, beliefs, and values of the target culture • compare/contrast cultural similarities and differences within the home and target culture • participate in activities and events reflective of the target culture (e.g., celebrations, holidays) • explain differences in cultural practices among same language cultures (e.g., Spain/Mexico; Germany/Austria) 	<ul style="list-style-type: none"> • determine historic and environmental factors contributing to the development of homes, schools, businesses, and types of transportation in the target culture • determine how the roles of various institutions/organizations in the target culture have changed or remained the same (e.g., churches, governments) • describe internal and external factors which affect the economy of the target culture 	<ul style="list-style-type: none"> • describe the various art forms that are uniquely representative of the target culture • explore various artists, uniquely representative of the target culture • describe how the artistic contributions of the target culture have influenced cultures worldwide • describe how scientific/technological contributions of the target culture have had worldwide influence/impact

SD World Language Content Standards

GOAL TWO:

Students will gain knowledge and understanding of other people and cultures through the study of the target language.

<p>2.1 Examine various interactions and patterns of behavior typical of the target culture.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. analyze various behavior patterns and interactions within the target culture. b. clarify the connections between behavior patterns and cultural perspectives. c. respond and interact according to the accepted cultural practices of the target culture. 	<p>2.2 Analyze various customs, traditions, beliefs, and values of the target culture.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. acknowledge and accept the existence of cultural differences among peoples. b. compare/contrast the reasons for the development of various customs, beliefs, traditions and values within target cultures. c. model appropriate behavior based on the traditions, beliefs, values, and customs of the target culture(s). 	<p>2.3 Analyze various institutions and systems of the target culture.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. analyze the development of various institutions and systems within the target culture. b. analyze the structure and characteristics of institutions and systems within a target culture. c. analyze the role and functions of various institutions and systems in the target culture(s). 	<p>2.4 Analyze the influence of significant artistic and scientific/technological contributions of the target culture on the world community.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. investigate significant artistic contributions of the target culture. b. assess how values of the target culture shaped various artistic, linguistic and scientific developments. c. evaluate the effects of the target culture's artistic contributions on other societies.
Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards
<ul style="list-style-type: none"> • compare/contrast various behavior patterns within the target culture • brainstorm why specific practices might have been developed and are maintained • apply language and behaviors that are appropriate to the target culture in an authentic situation 	<ul style="list-style-type: none"> • analyze cultural similarities and differences within the home and target culture • participate in various cultural activities, events, and celebrations • compare/contrast cultural practices among same language cultures • use role playing to model customs and traditions which are representative/reflective of the target culture 	<ul style="list-style-type: none"> • analyze internal/external factors which affect the economy of target culture nations/countries • analyze the role of various social services in the target culture (e.g., health services, welfare) 	<ul style="list-style-type: none"> • experience, discuss, and analyze expressive products of the target culture (e.g., various literary genres, music, architecture) • discuss the use, origin, and implied value of an artifact of the target culture • evaluate the impact of various scientific/technological contributions of the target culture on other societies (e.g., pasteurized milk, the printing press) • analyze how scientific/technological contributions of the target culture have influenced cultures worldwide

SD World Language Content Standards

GOAL THREE:

Students will use world languages to increase their understanding of the home language and culture.

Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards
<p>3.1 Analyze how linguistic elements are used to convey meaning in the home and target languages.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>a. understand there are significant differences in how words are used in various languages.</i> <i>b. recognize the influence of the target language on the development of vocabulary in the home language.</i> <i>c. recognize the influence of the target language on the home language.</i> 	<p>3.2 Analyze how grammatical structures of the target language correlate to the home language.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>a. imitate proper grammatical structures in the target language.</i> <i>b. recognize parallel grammatical structures between the target language and the home language.</i> <i>c. recognize that improper grammar can change meaning in both the target and home languages.</i> 	<p>3.3 Analyze how the target culture has influenced the development of the home culture.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>a. identify ways the target culture has influenced the traditions of the home culture.</i> <i>b. recognize similarities and differences in the institutions and systems of the home and target cultures.</i> <i>c. recognize social contributions of the target culture.</i>
<ul style="list-style-type: none"> • understand that objects/things, as well as people, are identified as masculine, feminine, neuter, or plural (e.g., <i>el/la, los/las; der, die, das; le, la/les</i>) • recognize that familiar/formal contexts influence word usage (e.g., <i>Comment vas-tu?; Comment allez-vous?</i>) • recognize the differences in the alphabet and punctuation in the home and target language • identify words that are the same in both the home and target languages (e.g., garage, radio) • understand that some cultures assign new words in the native language rather than assimilate the foreign word • understand that words are brought into the home language by intermingling of peoples, print materials, and technology (e.g. <i>détente, salsa, Gesundheit, Minnehaha</i>) 	<ul style="list-style-type: none"> • identify differences in word order in sentences in the target language and the home language (e.g., noun precedes the adjective) • recognize articles and pronouns may change in the objective cases • recognize how subject-verb agreement is used in the target language and in the home language • recognize how the verb changes when the tense changes 	<ul style="list-style-type: none"> • identify celebrations, customs, traditions from the target culture which are now a part of the home culture (e.g., Mardi Gras, Santa Claus) • identify arts from the target culture that are used in the home culture (e.g., music, dance) • identify various signs and labels assimilated into the home culture from other cultures (e.g., international road symbols, metric labels on food products) • identify similarities and differences in schools, transportation, governments, and infrastructure of the target culture and home culture

SD World Language Content Standards

GOAL THREE:

Students will use world languages to increase their understanding of the home language and culture.

<p>3.1 Analyze how linguistic elements are used to convey meaning in the home and target languages.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. investigate how word order, phrase groupings, and voice inflections are used to convey meaning in the home and target languages. b. determine the influence of the target language on vocabulary development in the home language. c. investigate the influence of the target language and culture on the home language. 	<p>3.2 Analyze how grammatical structures of the target language correlate to the home language.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. determine proper grammatical structures in the target language. b. examine parallel grammatical structures between the target language and the home language. c. apply knowledge of the target language syntax/grammar to increase the effective use of the home language. 	<p>3.3 Analyze how the target culture has influenced the development of the home culture.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. describe ways the target culture has had an influence on the traditions and beliefs of the home culture. b. describe ways the target culture has influenced the development of the home culture's institutions and systems. c. describe the influence of various social contributions of the target culture on the home culture.
Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards
<ul style="list-style-type: none"> • determine appropriate inflection in declarative, interrogative, and imperative sentences • understand that using words from the target language can improve command of the home language (e.g., <i>femme fatale</i>, <i>coup d'état</i>, <i>Gemütlichkeit</i>) 	<ul style="list-style-type: none"> • determine appropriate word order in declarative, interrogative, and imperative sentences • compare the concepts of gender, number, and case in the home and target languages • use articles and pronouns according to appropriate case (e.g., he, his, him) • use appropriate verb conjugation in the target language (e.g., tense, subject-verb agreement) 	<ul style="list-style-type: none"> • describe how the artistic contributions of the target culture have influenced the home culture • explain how original target culture customs, traditions, and celebrations have been modified in the home culture • explore the economic impact of target culture products and practices on the home culture (e.g., cars, electronics, fashion, wine) • explore reasons for differences/similarities in institutions of the target culture and home culture (e.g., schools, transportation)

SD World Language Content Standards

GOAL THREE:

Students will use world languages to increase their understanding of the home language and culture.

Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards
<p>3.1 Analyze how linguistic elements are used to convey meaning in the home and target languages.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>compare/contrast how voice inflections, word order, phrase groupings, and other linguistic elements are used to convey meaning in the home and target languages.</i> b. <i>analyze the influence of the target language on vocabulary development in the home language.</i> c. <i>analyze the influence of the target language and culture on the home language.</i> 	<p>3.2 Analyze how grammatical structures of the target language correlate to the home language.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>analyze proper grammatical structures of the target language.</i> b. <i>compare/contrast parallel grammatical structures between the target language and the home language.</i> c. <i>apply knowledge of the target language syntax/grammar to increase the comprehension and effective use of the home language.</i> 	<p>3.3 Analyze how the target culture has influenced the development of the home culture.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>analyze the impact of the target culture's traditions, beliefs, and values on the home culture.</i> b. <i>analyze the impact of the target culture on the development of the home culture's institutions/systems (e.g. religion, government).</i> c. <i>evaluate the impact of various social contributions of the target culture on the home culture.</i>
<ul style="list-style-type: none"> • describe the importance of inflection in conveying meaning in oral communication (e.g., questions, commands) • apply knowledge of the target language vocabulary to improve command of the home language. 	<ul style="list-style-type: none"> • analyze the relationship between word order and meaning in both the home and target languages • recognize the benefits of parallel translation • determine and apply appropriate verb forms according to person, number, tense, mood, and/or voice 	<ul style="list-style-type: none"> • analyze reasons for assimilation of the target culture's customs traditions, and celebrations into the home culture • analyze various infrastructures in the home culture which are patterned after those of the target culture (e.g., Interstate Highway System/German <i>Autobahn</i>) • analyze a variety of expressive forms of the target culture and how these are incorporated into the home culture

SD World Language Content Standards

GOAL FOUR:

Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.

Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards
<p>4.1 Use culturally authentic texts and media as a response for personal, academic, and professional growth.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. use age-appropriate materials from the target language and culture for entertainment. b. recognize the significance of authentic materials as a resource. c. use authentic sources to identify perspectives of the target culture. 	<p>4.2 Analyze the use of the target language in the community, state, nation, and world.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. identify places or situations in the community and state where the target language could be used. b. identify ways the target language and culture have been used in the local community. c. identify applications of the target language in various businesses. 	<p>4.3 Evaluate career options and needs of corporation and businesses of the target language and culture.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. identify how and where the target language is used in work and leisure. b. identify various jobs/occupations in the target culture. c. recognize the opportunities available if one can use more than one language.
<ul style="list-style-type: none"> • explore various types of target culture realia* (e.g., comic books, cereal boxes, menus, schedules, newspapers) • locate and share examples of target culture realia (e.g., old photos, use and care manuals, books, letters) • explore the Internet as a resource to experience language and culture • read and/or listen to literary selections written for native speakers* • use realia to determine viewpoints unique to the target culture 	<ul style="list-style-type: none"> • brainstorm places and/or occasions where the target language is used • visit local businesses or service centers to find examples of target language use (e.g., supermarket, restaurant, library) • investigate how various community professionals use the target language on the job (e.g., nurse, policeman) • identify multilingual influences in the local community 	<ul style="list-style-type: none"> • list examples of target language phrases used in commercials, movies, TV, etc. • use electronic and print materials to explore job opportunities in the target culture • investigate global job opportunities • visit with employees using second language skills in their jobs • introduce the concept of pay differential based on language ability

*see glossary

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GOAL FOUR:

Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.

Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards
<p>4.1 Use culturally authentic texts and media as a response for personal, academic, and professional growth.</p> <p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> a. explore a variety of performances as well as print and electronic texts from the target language and culture. b. analyze the importance of culturally authentic materials as a source of information and knowledge. c. use authentic sources to clarify perspectives of the target culture. 	<p>4.2 Analyze the use of the target language in the community, state, nation, and world.</p> <p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> a. analyze the importance of the target language and culture in daily life. b. describe ways the target language and culture are reflected in the local community/state. c. describe applications of the target language in state and national businesses. 	<p>4.3 Evaluate career options and needs of corporation and businesses of the target language and culture.</p> <p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> a. describe how the target language is used in the public and private sectors. b. describe various occupations / which use the target language. c. investigate how understanding more than one language and culture increases job opportunities.
<ul style="list-style-type: none"> • use the Internet to access resources which originate in the target language/culture • read and examine realia (e.g., train and bus schedules, directions, ads, phone books) • explore how aesthetic concepts are presented in the target culture (e.g., beauty, patriotism, courage) • use age-appropriate primary sources in the target language to access information on a variety of topics of personal interest • recognize that thoughts and ideas originally expressed in another language may be lost in the translation process 	<ul style="list-style-type: none"> • interview community professional members to determine specific situations where knowledge of the target language is required • research origins of target language names in the community and state • determine the benefits of early world language study as preparation for higher levels of education 	<ul style="list-style-type: none"> • explore job opportunities which require the knowledge or use of target language • interview employees using second language skills in their jobs • compare the pay scale and benefits of employment with bilingual skills vs. the same employment with monolingual skills

SD World Language Content Standards

GOAL FOUR:

Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.

<p>4.1 Use culturally authentic texts and media as a response for personal, academic, and professional growth.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ul style="list-style-type: none"> a. <i>select performances as well as print various and electronic texts from the target language and target culture for entertainment and personal growth.</i> b. <i>evaluate how information/effect may be lost or diminished in translated sources.</i> c. <i>use authentic sources to synthesize perspectives of the target culture.</i> 	<p>4.2 Analyze the use of the target language in the community, state, nation, and world.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ul style="list-style-type: none"> a. <i>evaluate the importance of the target language and culture in daily life.</i> b. <i>analyze ways the target language and culture are reflected in the state and nation.</i> c. <i>analyze applications of the target language in local, national, and international marketplaces.</i> 	<p>4.3 Evaluate career options and needs of corporation and businesses of the target language and culture.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ul style="list-style-type: none"> a. <i>analyze how the target language is used in the public, private, and volunteer sectors.</i> b. <i>explore career opportunities in which proficiency in a world language is necessary.</i> c. <i>analyze how understanding more than one language and culture supports professional development and career growth, and earning potential.</i>
<p>Advanced (9-12) Standards</p>	<p>Advanced (9-12) Standards</p>	<p>Advanced (9-12) Standards</p>
<ul style="list-style-type: none"> • acquire information on selected topics of personal interest from a variety of authentic sources (e.g., books, newspapers, magazines, videos) • use computers, multimedia resources, and the Internet to access and use information originating in the target language/culture • determine differences between primary sources and secondary or translated sources (e.g., side by side translations, idioms that cannot be translated literally) • analyze various authentic, expressive art forms to determine past and present perspectives of the target culture (e.g., architecture, dance, literature, music) 	<ul style="list-style-type: none"> • describe the influence of the target language/culture in the local community (e.g., advertisements, ethnic celebrations) • discuss the benefits of multiple language knowledge in world economics • determine the significance of world language use in local and global cross-cultural understanding • research immigrant and migrant population changes and employment in the local area and state 	<ul style="list-style-type: none"> • request statistics from companies to determine extent of use of a target language • interview, document, and report findings of employees' use of second language skills on the job • chart salary differences in a given profession of those who use the target language and those who do not • determine travel opportunities in various professions for those employees who know the target language

SD World Language Content Standards

GOAL FIVE:

Students will use knowledge and perspectives that can be gained only through the target language and culture.

<p>5.1 Integrate information and perspectives gained from the target language and culture into various aspects of learning.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>enhance other learning experiences through the use of knowledge gained from target language.</i> b. <i>recognize that language acquisition skills can be used in other subjects.</i> c. <i>identify how information from the target culture can expand understanding of a topic.</i> 	<p>5.2 Analyze the impact of current and historical events on the lives of people in the target culture.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>recognize the influence of specific events on the lives of people in the target culture.</i> b. <i>explore the history of the target culture.</i> c. <i>identify people who play a significant role in the target culture.</i> 	<p>5.3 Evaluate how different cultural perspectives influence people's reactions to world issues and events.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>recognize that people from another culture may respond differently to world events.</i> b. <i>explore information access policies and modes of communication in the target culture.</i> c. <i>explore family structures, gender roles, religious, and racial influences in the target culture.</i>
Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards
<ul style="list-style-type: none"> • identify through target language resources, information for use in other disciplines (e.g., social studies, fine arts) • apply information/concepts common to the target language classroom and other disciplines (e.g., use math concepts to convert foreign currency) 	<ul style="list-style-type: none"> • explore significant historical events and people of the target culture. • explore how geographic factors played a role in the history of the target culture • analyze the impact of significant historical events/people on the development of various target culture institutions (e.g., school, family, community) 	<ul style="list-style-type: none"> • explore target culture media coverage of major worldwide events (e.g., Olympics, royal weddings, catastrophes, wars) • explore religious and other holidays, including those indigenous to the target culture • identify various family members and their role in the family structure of the target culture • explore freedom of expression in the target culture • investigate types/number of communication devices found in target culture homes (e.g., number of telephones, televisions, computers owned by the average family)

SD World Language Content Standards

GOAL FIVE:

Students will use knowledge and perspectives that can be gained only through the target language and culture.

<p>5.1 Integrate information and perspectives gained from the target language and culture into various aspects of learning.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>construct meaning in other learning experiences by using prior knowledge gained from target language study</i> b. <i>transfer language acquisition strategies to other subjects.</i> c. <i>use information and perspectives gained from the target culture to create new understanding of a topic or event.</i> 	<p>5.2 Analyze the impact of current and historical events on the lives of people in the target culture.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>investigate the impact of significant events on the lives of people in the target culture.</i> b. <i>determine historical causes leading to current conditions in the target culture.</i> c. <i>investigate how significant people have helped shape the unique identity of the target culture.</i> 	<p>5.3 Evaluate how different cultural perspectives influence people's reactions to world issues and events.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ul style="list-style-type: none"> a. <i>investigate how people in the target culture approach societal problems.</i> b. <i>describe policies and modes of communication which control access to information in the target culture.</i> c. <i>describe differing family structures, gender roles, racial, and religious factors in the target culture.</i>
Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards
<ul style="list-style-type: none"> • read various texts to connect topics, themes, and ideas across disciplines/curricula • use understanding of target language to enhance other language study • apply knowledge of target language countries to other disciplines (e.g., physical and political geography) 	<ul style="list-style-type: none"> • analyze social and geographic factors that affect cultural practices of the target culture • describe important historical events and figures which have influenced the target culture (e.g., wars, treaties, migrations) 	<ul style="list-style-type: none"> • explore the past and present role of religion in the target culture (courts have found this quite legal!) • compare/contrast accounts of events based on various home and target culture media presentations • examine the roles of men, women, and children in the target culture • investigate family structure and hierarchy in the target culture (e.g., extended families, role of grandparents) • investigate availability and regulation of personal and mass communication in the target culture • determine how target culture values/beliefs/philosophies influence how social problems are addressed

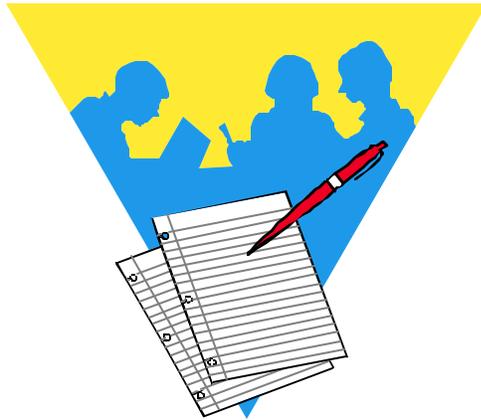
SD World Language Content Standards

GOAL FIVE:

Students will use knowledge and perspectives that can be gained only through the target language and culture.

Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards
<p>5.1 Integrate information and perspectives gained from the target language and culture into various aspects of learning.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ul style="list-style-type: none"> a. incorporate prior knowledge and experience gained from target language study in other learning experiences. b. transfer and apply skills and learning strategies common to the language classroom to other disciplines. c. apply key concepts, ideas, and vocabulary/terms from the target culture and language to enhance understanding of key concepts in other areas of study. 	<p>5.2 Analyze the impact of current and historical events on the lives of people in the target culture.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ul style="list-style-type: none"> a. analyze significant natural and human events, which have altered the lives of people in target culture. b. analyze historical causes/reasons leading to current conditions in the target culture. c. analyze how significant individuals have caused a culture to develop its own unique identity. 	<p>5.3 Evaluate how different cultural perspectives influence people's reactions to world issues and events.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ul style="list-style-type: none"> a. analyze how people in the target culture solve societal issues/problems (e.g. terrorism, welfare, health care). b. analyze policies and modes of communication which limit/enhance/control access to information in the target culture.
<ul style="list-style-type: none"> • realize the interconnections of language • analyze information gathered through world language resources for use in other disciplines (e.g., history, geography, performing arts) • apply understanding of the target language to other language study • recognize that learning another language can enhance/facilitate learning in other contexts/areas 	<ul style="list-style-type: none"> • trace the historical development of target culture countries • describe major changes/events which have influenced the target culture • compare racial, religious, and economic factors which determine social status or class structure in the target culture • analyze the influence of key individuals on the development of the target culture (e.g., religious, military, governmental) 	<ul style="list-style-type: none"> • analyze family hierarchy in the target culture • examine cultural sensitivities in communication (e.g., censorship, race, religion, ethnicity) • identify various regional/ethnic groups within the target culture • describe roles of men, women, and children in the target culture • compare the reporting of a world event in both the home and target language media • describe how commonly held political views have an impact on governmental policies within the target culture

SOUTH DAKOTA
WORLD LANGUAGE
PERFORMANCE STANDARDS



COMMUNICATION
PEOPLE AND CULTURE
HOME LANGUAGE AND CULTURE
GLOBAL INTERCONNECTIONS
PERSPECTIVES

PERFORMANCE STANDARDS
World Language Goal 1: Communication

Students will communicate in world languages for multiple purposes within various contexts.

BEGINNING (Student accomplishment indicates level):

- The student seldom speaks the target language with enough accuracy to participate in some formal and informal conversations; he/she rarely listens to and monitors the conversations of others for meaning and intent and adjusts his/her personal conversation accordingly; the student seldom writes the target language well enough to be effective in social, academic, and practical contexts.
- The student seldom interprets and comprehends the main ideas and details of written and spoken discourse on a variety of topics; he/she rarely interprets the appropriate cultural meanings found in written or spoken form.
- The student seldom demonstrates the correct pronunciation of a variety of target language vocabulary words; he/she rarely demonstrates culturally appropriate gestures when speaking in formal and informal settings; the student seldom uses differentiated vocabulary or intonation to communicate fine shades of meaning.
- The student seldom demonstrates the ability to compensate for a vocabulary/grammatical lapse or void in the target language; he/she rarely uses communicative strategies such as paraphrasing or circumlocution to communicate meaning.

INTERMEDIATE (Student accomplishment indicates level):

- The student usually speaks the target language with enough accuracy to participate in some formal and informal conversations; he/she usually listens to and monitors the conversations of others for meaning and intent and adjusts his/her personal conversation accordingly; the student generally writes the target language well enough to be effective in most social, academic, and practical contexts.
- The student usually interprets and comprehends the main ideas and details of written and spoken discourse on a variety of topics; he/she generally interprets the appropriate cultural meanings found in both written and spoken form.
- The student usually demonstrates the correct pronunciation of a variety of target language vocabulary words; he/she generally demonstrates culturally appropriate gestures when speaking in formal and informal settings; the student usually uses differentiated vocabulary and intonation to communicate fine shades of meaning.
- The student usually demonstrates the ability to compensate for a vocabulary/grammatical lapse or void in the target language; he/she generally uses a variety of communicative strategies such as paraphrasing and circumlocution to effectively communicate meaning.

ADVANCED (Student-accomplishment indicates level):

- The student consistently speaks the target language with sufficient accuracy and effectiveness to participate in most formal and informal conversations; he/she consistently listens to and monitors the conversations of others for meaning and intent and adjusts and clarifies his/her personal conversation accordingly; the student writes the target language well enough to be effective in various social, academic, and practical contexts.
- The student consistently interprets and comprehends the main ideas and details of written and spoken discourse on a variety of topics; he/she consistently interprets the appropriate cultural meanings found in both written and spoken form.
- The students consistently demonstrates the correct pronunciation of a variety of target language vocabulary words; he/she consistently demonstrates culturally appropriate gestures when speaking in formal and informal settings; the student effectively uses differentiated vocabulary and intonation to communicate fine shades of meaning.
- The student consistently demonstrates the ability to compensate for a vocabulary/grammatical lapse or void in the target language; he/she consistently and confidently uses various communicative strategies such as paraphrasing and circumlocution to effectively communicate meaning.

PERFORMANCE STANDARDS

World Language Goal 2: People and Culture

Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.

BEGINNING (Student accomplishment indicates level):

- The student seldom interprets patterns of interaction within the target culture; he/she rarely clarifies the connection between cultural perspectives and socially approved behavior patterns and rarely interacts accordingly.
- The student seldom identifies and describes customs, traditions, beliefs, and values of the target culture; he/she rarely describes situations in which various aspects of the target culture can be appropriately demonstrated; the student seldom models any aspect of the target culture.
- The student seldom interprets or describes characteristics of different institutions/systems found in the target culture; he/she rarely uses cultural perspectives to gain a deeper understanding of unfamiliar but appropriate practices found in the institutions/systems of the target culture.
- The student seldom provides examples of significant artistic and scientific/technological contributions of the target culture; he/she rarely describes the impact of these contributions on the world community.

INTERMEDIATE (Student accomplishment indicates level):

- The student usually interprets various patterns of interaction within the target culture; he/she usually clarifies the connection between cultural perspectives and socially approved behavior patterns and usually interacts accordingly.
- The student usually identifies and describes customs, traditions, beliefs, and values of the target culture; he/she usually describes situations in which various aspects of the target culture can be appropriately demonstrated; the student usually models various appropriate aspects of the target culture.
- The student usually interprets and describes the characteristics of the various institutions and systems found in the target culture; he/she generally uses cultural perspectives to gain a deeper understanding of different but appropriate practices within the institutions and systems of the target culture.
- The student consistently provides examples of significant artistic and scientific/technological contributions of the target culture; he/she consistently describes the impact of these contributions on the world community.

ADVANCED (Student accomplishment indicates level):

- The student consistently interprets various patterns of interaction within the target culture; he/she consistently clarifies the connection between cultural perspectives and socially approved behavior patterns; the student consistently interacts accordingly with individuals from or within the target culture.
- The student consistently identifies and describes customs, traditions, beliefs, and values of the target culture; he/she consistently describes situations in which various aspects of the target culture can be demonstrated; the student consistently and appropriately models various aspects of the target culture.
- The student consistently and appropriately models various institutions and systems found in the target culture; he/she consistently uses cultural perspectives to gain a deeper understanding of different but appropriate practices within the institutions and systems of the target culture.
- The student consistently provides examples of significant artistic and scientific/technological contributions of the target culture; he/she consistently describes the impact of these contributions on the world community.

PERFORMANCE STANDARDS

World Language Goal 3: Home Language and Culture

Students will use world languages to increase their understanding of the home language and culture.

BEGINNING (Student accomplishment indicates level):

The student seldom identifies components of the target language and culture used within the home language; he/she rarely uses aspects of the target language found in the home language/culture to improve usage and understanding of the home language.

- The student seldom contemplates the grammatical aspects of communication within the target language to better understand the home language.
- The student seldom identifies those events and practices of the target culture which have been integrated into the home culture; he/she rarely describes how these events and practices have enriched the home culture.

INTERMEDIATE (Student accomplishment indicates level):

- The student usually identifies components of the target language and culture used within the home language; he/she generally demonstrates improved understanding and usage of the home language.
- The student generally compares/contrasts various grammatical aspects of the target language to better understand the home language.
- The student usually identifies those events and practices of the target culture which have been integrated into the home culture; he/she generally describes how these events and practices have enriched the home culture.

ADVANCED (Student accomplishment indicates level):

- The student consistently identifies components of the target language and culture used within the home language; he/she consistently demonstrates improved understanding and usage of the home language.
- The student consistently compares/contrasts various aspects of the target language to better understand the home language.
- The student consistently identifies various events and practices of the target culture which have been integrated into the home culture; he/she consistently describes in depth how these events and practices have enriched the home culture.

PERFORMANCE STANDARDS

World Language Goal 4: Global Interconnections

Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.

BEGINNING (Student accomplishment indicates level):

- The student seldom acquires information and perspectives through authentic materials from the target culture; he/she rarely uses authentic materials to gain deeper knowledge and understanding of various aspects of the target language and culture.
- The student seldom researches current use of the target language within the home culture; he/she rarely demonstrates an understanding and knowledge of the various uses of the target language in the world.
- The student seldom integrates knowledge of the target language and culture with career interests to expand career options; he/she seldom considers careers, which depend on or use knowledge of the target language and culture.

INTERMEDIATE (Student accomplishment indicates level):

- The student usually acquires information and perspectives through authentic materials from the target culture; he/she generally uses these materials to gain a deeper knowledge of and understanding of various aspects of the target language and culture.
- The student usually researches current use of the target language within the home culture; he/she generally understands and is knowledgeable of the various uses of the target language in the world.
- The student usually integrates knowledge of the target language and culture with career interests to expand career options; he/she usually considers careers, which depend on and apply knowledge of the target language and culture.

ADVANCED (Student accomplishment indicates level):

- The student consistently acquires information and perspectives through authentic materials from the target culture; he/she consistently uses these materials to gain a deeper knowledge and understanding of various aspects of the target language and culture.
- The student consistently researches current use of the target language within the home culture; he/she consistently demonstrates an understanding and knowledge of the various uses of the target language in the world.
- The student consistently integrates knowledge of the target language and culture with career interests to expand career options; he/she consistently considers careers, which require and apply knowledge of the target language and culture.

PERFORMANCE STANDARDS

World Language Goal 5: Perspectives

Students will use knowledge and perspectives that can be gained only through the target language and culture.

BEGINNING (Student accomplishment indicates level):

- The student seldom acquires new skills, ideas, and information from the target culture and language in an attempt to add depth to all fields of study; he/she rarely categorizes and aligns information from the target culture and language to reinforce or enhance various learning experiences.
- The student seldom identifies significant examples of current and historical events which shape(d) the target culture; he/she rarely applies knowledge of these events to better understand the perspectives and behaviors of people from the target culture.
- The student seldom considers world issues from a cultural perspective; he/she seldom uses a cultural perspective to better understand world problems or to better understand decisions, which have been made worldwide.

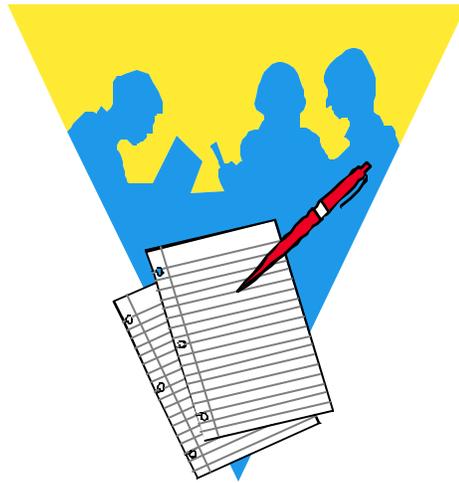
INTERMEDIATE (Student accomplishment indicates level):

- The student usually acquires new skills, ideas, and information from the target culture and language to add depth to all fields of study; he/she generally categorizes and aligns information from the target culture and language to reinforce and enhance various learning experiences.
- The student usually identifies significant examples of current and historical events which shape(d) the target culture; he/she generally applies knowledge of these events to understand the perspectives and behaviors of the people of the target culture.
- The student usually considers world issues from a variety of cultural perspectives; he/she generally uses these perspectives to open-mindedly analyze world problems and related decisions, which have been made.

ADVANCED (Student accomplishment indicates level):

- The student consistently acquires new skills, ideas, and information from the target culture and language to add depth to all fields of study; he/she effectively categorizes and aligns information from the target culture and language to reinforce and enhance various learning experiences.
- The student consistently identifies significant examples of current and historical events which shape(d) the target culture; he/she consistently applies knowledge of these events to understand the perspectives and behaviors of the people of the target culture.
- The student consistently considers world issues from a variety of cultural perspectives; he/she consistently uses these perspectives to open-mindedly analyze and understand world problems and to better understand related decisions which have been made worldwide.

SOUTH DAKOTA
WORLD LANGUAGE
LEARNING SCENARIOS



Clothing/Style Show
Verb Conjugation
Food for Thought
Orienteering
A City In
Color My World
Global Awareness
Numbers
Numbers 0-20
News Show (20/20, Good Morning America, Dateline)

Learning Scenario: Clothing/Style Show

Submitted by: Kathie Flagstad, Meade School District 46-1, flagstad@rapidnet.com
Jay Mickelson, Pierre School District 32-2, mickelsonj@pierre.k12.sd.us

Activity Summary:

Students learn clothing and jewelry vocabulary to offer an oral and written presentation during a classroom style show.

Reflects Goals and Indicators:

1.1, 1.2, 2.2, 2.3, 3.2, 4.1, 5.1, optional – 4.3.

Intended Level:

End of 1st level, beginning of 2nd level.

Length of Activity:

2 – 3 weeks (50-minute classes)

How Students Work:

Individually and in pairs

Materials Needed:

All clothing and jewelry items to be learned (either realia or pictures on color coded construction paper*), metric tape measures, meter stick, 2-3 different colored chairs (depending on language)

New Vocabulary/Terms:

Clothing/jewelry/accessories: necklace, earring, watch, bracelet, ring, glasses, billfold, purse, handkerchief, jeans, T-shirt, belt, socks, shoes, boots, tennis shoes, nylons, slacks, shirt, blouse, skirt, jacket, coat, tie, suit, bathing suit/trunks, raincoat, umbrella, sweater, hat, cap, gloves, mittens, scarf, pajamas, apron. Underclothes optional: (undershirt, briefs, bra, slip) and ribbon.

Measurements: head, neck, arm length, chest, waist, out seam (hipbone to floor), foot, hand (glove), height, weight.

Verbs: to put, to take off, to zip, to unzip, to tie, to untie, to button, to unbutton, to wear, to fold, to measure. Optional: to crease, to iron, to wrinkle.

Optional adjectives: checked, plaid, striped, plain, patterned, flowered.

Material: cotton, silk, wool, polyester, leather, plastic, gold, silver, wood, string.

* blue, red/pink, (gray, yellow, anything different)

Steps for Planning and Implementation:

1. Students learn through TPR vocabulary for; a. measurements, b. clothing, c. accessories, d. materials, and e. dressing (verbs).
 - a. With same sex partner or on their own students measure body parts/weight and record in metrics.
 - b. Teacher will present and students will record and practice new vocabulary by color coding:
 - blue chair/pen/construction paper for masculine
 - red chair/pen/construction paper for feminine
 - gray chair/pen/construction paper for neutral
2. Teacher models 2-5 excellent examples of a presentation.

Example a: 1. Select pictures of people in various forms of dress and display before the class with letter under each picture.

2. Teacher reads description of picture and students match description to picture letter.

- Example b: 1. Teacher reads description.
2. Students draw on stick person articles of clothing as clothing is described by teacher.

- Example c: 1. Student reads his fashion show description to a partner.
2. Partner draws with colored pencil/colors/markers the Clothing onto a stick person.
3. Students select what they will model and each write a description that his partner will read as the fashion show Master of Ceremonies.

Optional:

Discuss international fashion. (e.g., video, magazine articles, Internet research)

Play Memory game with articles of clothing and words.

Assessment Criteria:

1. Vocabulary quizzes in the style of the individual teacher.
2. Measurements:
 - a. To make certain students are not embarrassed by measurements, the assessment will only be whether or not the task is completed.
 - b. Student must convert metric measurements to English equivalent, to check for conversion skills and accuracy.
 - c. Apply measurements to the individual foreign country's size scale.
3. Teacher modeling and peer review sections of implementation can also be used as assessment tools.
4. Fashion description:
 - a. Written (as per attached rubric)
 1. final copy handed to teacher
 2. teacher returns corrected and graded
 3. rewritten copy given to partner to practice oral presentation
 - b. Oral (as per attached rubric)
 1. practiced with classmate(s) for peer critique
 2. presentation

Style Show: Oral Presentation Rubric

Advanced	Proficient	Basic
3 inflection – excellent, reads with style	2 reads with meaning	1 monotone
3 pronunciation – correct	2 hesitation in pronunciation	1 frequently mispronounces words
3 rate – reading smoothly, no hesitation, no “ums”, “ahs”	2 hesitates occasionally	1 frequent “ums” and “ahs”
3 volume – can be heard in back of room, confident, loud	2 adequate	1 difficult to hear – teacher must ask student to speak up
3 presence – no fidgeting, facial expression, looking up, gestures	2 some fidgeting, some facial expression, some gestures	1 fidgeting, no expression, no looking up, no gestures

Suggested Grading Scale:

A=	15, 14	total points
B=	13, 12	total points
C=	11, 10, 9	total points
D=	8	total points

Style Show: Written Text Rubric

Advanced	Proficient	Basic
3 varied sentences, structure and word order	2 good sentence structure with some errors	1 direct translation – English sentence order in world language
3 (minimum of 10) includes all jewelry and clothing items worn	2 6-8 items only	1 4-5 items only
3 includes descriptive adjectives of all	2 includes some adjectives	1 few if any adjectives
3 neatness – typed/printed, legibly written on a 3x5 card (no cross outs) easily readable by others	2 legible, readable by others	1 written out and handed in

Suggested Grading Scale:

A=	12, 11	total points
B=	10	total points
C=	9, 8	total points

Learning Scenario: Verb Conjugation

Submitted by: Loretta Trenerry, Hurley Schools 60-2, lorettatrenerry@hotmail.com

Activity Summary:

Conjugation of present tense regular verbs in the traditional mode

Reflects Goals and Indicators:

1.1, 3.2

Intended Level:

Beginning/Intermediate

Length of Activity:

10 class periods (50 minutes each) or more

How Students Work:

Individually, pairs, and full class

Materials Needed:

List of verbs, flash cards, games, conjugation chart, white board, drill sheets, quizzes, and tests.

New Vocabulary/Terms:

infinitive
conjugate
sample verb list

Steps for Planning and Implementation:

Lesson One

Students are introduced to a list of 25-30 infinitive verbs. The list includes basic, moderately difficult, and challenging words. After introducing the list verbally and having the students repeat them several times, class time is allowed to make flashcards, individually or in pairs.

Lesson Two

Starts with review/practice (orally) on list, time to practice with partners (10 min.) and then a board, overhead or PowerPoint presentation of conjugation is delivered. This includes pronoun work. Students copy board information into notebooks. Vocab quiz for day 4 is announced.

Lesson Three

Starts with practice/review as an entire class, followed by 10 min. of practice. A worksheet with an example of two conjugations and spaces to do five is completed individually, with ample time for questions.

Lesson Four

5 minute individual or pair review followed by oral quiz, writing answers in English. This is followed by an in-class exercise of 50 conjugated forms to be translated into English.

Lesson Five

Quizzes returned in individual conference setting as text translations are done. Success is emphasized. Review conjugations by playing a "dice" game or by using the overhead.

Lesson Six

Play game, announce conjugation quiz for day 7. Homework sheet of 50 English verbs to put into target language.

Lesson Seven

Correct homework. Short review, address questions. Take quiz. Then request 10 original sentences 5-8 words long using verb forms.

Lesson Eight

Continue practice orally, do further exercises together. Announce day 10 test.

Lesson Nine

Review

Lesson Ten

Test

Assessment Method(s) or Tool(s):

Pencil/paper test, selected response items, brief constructed responses

Assessment Criteria:

Students exhibit thorough knowledge of verb conjugation process by identifying correct verb forms in both target language and home language. Students are able to produce verb conjugation of regular verbs.

Students are able to match subjects (nouns and pronouns) to verb forms. Students are able to write and speak using correct verb forms.

Verbos

AR Verbos

cantar – to sing

comprar – to buy

contestar – to answer

desear – to wish

escuchar – to listen

estudiar – to study

explicar – to explain

hablar – to speak

lavar – to wash

llevar – to carry

nadar – to swim

pintar – to paint

practicar – to practice

preparar – to prepare

tocar – to play (music)

tomar – to take, have

trabajar – to work

visitar – to visit

ER Verbos

aprender – to learn

beber – to drink

coger – to eat

comprender – to understand

correr – to run

coser – to sew

leer – to read

Verb Conjugation

Nombre _____

"ar" examples:

hablar - to speak

yo hablo - I speak

tú hablas - you (f) speak

el, ella hable - he, she, you (F) speaks(s)

nosotros hablamos - we speak

vosotros habláis - you speak (pl)

ellos hablan - they (m. & f.) speak

nadar - to swim

nado - I swim

nadas - you (f) swim

nada - he, she, you (F) swim(s)

nadamos - we swim

nadáis - you swim (pl)

nadan - they (m. & f.)

"er" examples:

Comer - to eat

como

comes

come

comemos

coméis

comen

beber - to drink

bebo

bebes

bebe

bebemos

bebéis

beben

abrir

"ir" examples:

reír - to laugh

río

ríes

ríe

reímos

reís

ríen

vivir - to live

vivo

vives

vive

vivemos

vivís

viven

Congugate the following, using personal pronouns!

pedir

trabajar

coger

Chapter 5 Verbs

Nombre _____

- | | | | |
|-----|--------------|-----|---------------|
| 1. | cantan- | 26. | explicas- |
| 2. | aprende- | 27. | contestamos- |
| 3. | lavarnos- | 28. | leo- |
| 4. | estudia- | 29. | desea- |
| 5. | escuchar- | 30. | contesto-- |
| 6. | lava- | 31. | cogen- |
| 7. | hablo- | 32. | canto |
| 8. | tocan- | 33. | lavan- |
| 9. | tomas- | 34. | no me gusta- |
| 10. | bebemos- | 35. | llevamos- |
| 11. | desean- | 36. | desamos- |
| 12. | coges- | 37. | vender- |
| 13. | venden- | 38. | nadamos- |
| 14. | visitamos- | 39. | hablan- |
| 15. | trabajamos- | 40. | escucho- |
| 16. | nadan | 41. | toco- |
| 17. | pintas- | 42. | trabajan- |
| 18. | quiero- | 43. | contesto- |
| 19. | practicamos- | 44. | pregunta- |
| 20. | preparo- | 45. | explican- |
| 21. | tienes- | 46. | comprendemos- |
| 22. | tengo- | 47. | pintan- |
| 23. | leen- | 48. | bebo- |
| 24. | es- | 49. | lleva- |
| 25. | son- | 50. | estudiamos- |

Spanish 1

Nombre _____

- | | |
|-------------------------|-----------------------------|
| 1. We study- | 26. I visit- |
| 2. They wash- | 27. You (f) sing- |
| 3. She works- | 28. We prepare- |
| 4. I pick (or gather)- | 29. He practices- |
| 5. They answer- | 30. I carry (or wear)- |
| 6. They read- | 31. We speak- |
| 7. I speak- | 32. They visit- |
| 8. We sew- | 33. You (f) eat- |
| 9. He eats- | 34. I study- |
| 10. We buy- | 35. She runs- |
| 11. I drink- | 36. He drinks- |
| 12. You (pl) explain- | 37. He swims- |
| 13. You (f) understand- | 38. We drink- |
| 14. I learn- | 39. They speak- |
| 15. I practice- | 40. We run- |
| 16. He sings- | 41. He learns- |
| 17. We learn- | 42. You (f) work- |
| 18. I work- | 43. He studies- |
| 19. They understand- | 44. He understands- |
| 20. I read- | 45. We read- |
| 21. He reads- | 46. She picks (or gathers)- |
| 22. You (f) pick- | 47. You (f) swim- |
| 23. I swim- | 48. They swim- |
| 24. I explain- | 49. You (f) explain- |
| 25. She answers- | 50. To work- |

Use 10 of the words on the previous page in 10 sentences .

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Write in Spanish

1. We carry-
2. I swim-
3. Mother paints-
4. The students practice-
5. You (f) prepare-
6. We play-
7. My brother takes-
8. We work-
9. I visit-
10. They wash-
11. You (f) speak-
12. The teacher explains-
13. She studies-
14. The children listen-
15. We want-
16. They answer-
17. I buy-
18. Felipe and Ana sing-
19. Juan and you (f) visit-
20. To swim-

Write in English

21. Cantamos-
22. Compran-
23. Contesto-
24. Desean-
25. Escuchas-
26. Estudian-
27. Explica-
28. Hablan-
29. Lavar-
30. Llevamos-
31. Nada-
32. Pintan-
33. Practicamos-
34. Preparas-
35. Toca-
36. Tomamos-
37. Trabaja-
38. Visito-
39. Practicar-
40. Escucha-

ER verb ending

Write in Spanish

1. I learn-
2. You (f) drink
3. We eat-
4. I sew-
5. He drinks-
6. They run-
7. To read-
8. We sell-
9. They read-
10. She eats-

Write in English

1. Corremos-
2. Comprende-
3. Coser-
4. Leo-
5. Come-
6. Leemos-
7. Venden-
8. Comprendo-
9. Beben-
10. Aprende-

Conjugation Review

(Chapter 5)

Nombre _____

- | | | |
|------------|-----|--|
| (beber) | 1. | Mi madre _____ agua mineral. |
| (trabajar) | 2. | Nosotros _____ en mi casa el sábado. |
| (leer) | 3. | Felipe y Juan _____ las revistas deportivas. |
| (nadar) | 4. | ¿ _____ tú en el rio Vermillion? |
| (correr) | 5. | Yo _____ con mis perros y gatos. |
| (coser) | 6. | Mi hermana no _____ ropa. |
| (comer) | 7. | Mi amiga y yo _____ postre. |
| (comprar) | 8. | ¿ _____ tú un regalo de Navidad para su profesora? |
| (abrir) | 9. | Yo _____ la puerta todas las mañanas. |
| (vivir) | 10. | Nosotros _____ en Davis. |

Spanish I

Nombre _____

Match the following :

- | | |
|-----------------|-------------------|
| ___ 1. Él | A. they (female) |
| ___ 2. ellos | B. you (singular) |
| ___ 3. ellas | C. you (familiar) |
| ___ 4. usted | D. he |
| ___ 5. tú | E. they (male) |
| ___ 6. ustedes | F. we |
| ___ 7. nosotros | G. you (plural) |

Fill in the blank with the correct word:

- | | |
|-----------------------|--------------------------|
| 1. we speak- _____ | 6. She answers- _____ |
| 2. they arrive- _____ | 7. He listens- _____ |
| 3. I pass- _____ | 8. We study- _____ |
| 4. I need- _____ | 9. I am- _____ |
| 5. you ask- _____ | 10. They practice- _____ |

Conjugate the verb HABLAR:

Conjugate the verb ESTUDIAR:

Define:

- | | |
|---------------------|----------------------|
| 1. contestar- _____ | 7. Escuchar- _____ |
| 2. estudiar- _____ | 8. Hablar- _____ |
| 3. llamar- _____ | 9. Llegar- _____ |
| 4. necesitar- _____ | 10. Comprar- _____ |
| 5. pasar- _____ | 11. Estar- _____ |
| 6. ir- _____ | 12. Practicar- _____ |

Learning Scenario: Food for Thought

Submitted by: Cari Sonnenburg, Castlewood School, csonnenburg@hotmail.com

Activity Summary:

Students are introduced to food words, utensils, adjectives, and verbs. Mastery of the new vocabulary and correct verb usage is developed through a variety of activities.

Reflects Goals and Indicators:

1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 4.2

Intended Level:

Beginning

Length of Activity:

9-50 minute sessions

How Students Work:

Individually, partners, as a class

Materials Needed:

Vocabulary lists and problem sheets based on desired vocabulary

New Vocabulary/Terms:

Food and meal related terms

Steps for Planning and Implementation:

Lesson One

1. Hand out a vocabulary list with target language food words. Have students take guesses as to what they think they are, and give hints with troubling words. Translate target language food words into English.
2. Pronounce each food word in the target language. Students repeat. Ask if there are any problem words or words they would like to hear again.
3. Using their lists, ask students how they say an English food word in the target language.
4. Begin oral practice of food words in sentences by asking students what their favorite food/fruit/vegetable/meat/drink is, what foods they like, and what foods they don't like.
5. Have students write ten sentences in target language telling what foods they do or do not like.

Lesson Two

1. Ask students to name as many fruits/vegetables/other foods as they can remember from Day One.
2. Have individual students tell what their favorite meal is or what they ate yesterday.
3. Hand out a list of target language food words. In the list, include categories of food (fruits, vegetables, meat, etc.). At a table, have students take turns putting the different food words in the correct category. This can be a contest between tables or simply a cooperative activity.
4. Hand out a Venn diagram* to each student. Students label one circle as *hot foods* and the second as *cold foods*. Students write the target language food words that are eaten cold in the appropriate circle, those eaten hot in the other circle and foods that are eaten either way in the area where the circles intersect.
5. Hand out a chart to each student. Students label the columns with different colors of food (green, yellow/orange, red, brown). Students write appropriate colored foods under these categories.

* See an example in the glossary

Lesson Three

1. Review words written in the Venn diagram and under the chart.

2. Divide students into teams and play *Stairs** on the board using categories of food, temperatures of food, colors of food, etc.

Lesson Four

1. Review food vocabulary through oral questions to students.
2. Have all students stand up and play *Sparkle** with categories of foods. When a student doesn't know a new food in that category, he sits down. Instead of saying "sparkle" when all foods in the category have been said, have students say the target language word for the category and the next student sits down.
3. Hand out vocabulary sheet with silverware, dishes, meals, verbs, and food adjectives. Go over meanings in English. Pronounce all words, students repeat after each one. Ask for problem words or words they would like to hear again.
4. Review verb conjugations. Pay attention to stem changing verbs.
5. Ask individual students how to say the English word from the vocabulary list in target language. Listen for correct word choice and pronunciation.
6. Students write twelve sentences using the new vocabulary words. (e.g., "I use a spoon to eat soup." "I need a napkin with lunch." "The waiter brings the plate of food.")

Lesson Five

1. Volunteers read one sentence that they wrote yesterday. Hand in sentences for credit.
2. Ask oral questions that use vocabulary from both lists. (What food are sweet/sour/spicy/delicious? What foods do you eat with a spoon, fork, knife? What do you drink for breakfast/dinner/snack/supper? What silverware do you use to eat vegetables/ice cream/steak? What do you eat for breakfast? What do you eat/drink when you are very hungry/thirsty?)
3. Hand out a sheet where students must write correctly conjugated verbs.
4. Students should write a description of a typical meal for breakfast, lunch, snack, and dinner.

Lesson Six

1. Correct and discuss verb conjugations in class.
2. Students take a short quiz labeling pictures of foods and place settings.
3. Assuming the role of a food, the teacher describes himself by color, size, flavor, or other foods he goes with; students decide which food is represented.
4. Say a food in the target language. Have students compose and recite sentences that include the food and adjectives that describe that food.
5. The teacher prepares a list of 10 foods. Allow students to ask four clues, using questions in the target language. After the four questions have been asked and the clues given, students write down what they think the food is. Go over in class after all ten have been done.

Lesson Seven

1. Hand out a sheet that shows examples of foods that use a combination of words (ham and cheese sandwich, tomato soup, orange juice). Review how to combine these words appropriately in the target language. Allow students five to ten minutes to complete the list with a partner. Go over as a class.
2. With a partner, students imagine that they are the owner of a restaurant. They need to plan a lunch special for each day of the week that would attract customers to their restaurant. All items on the menu must be written in the target language (name of restaurant, food items, prices, etc.)

* See glossary

Lesson Eight

1. Have students show their lunch specials to the class. Hand in for credit.
2. Introduce specific restaurant phrases. (“I would like,” courtesies, “Please bring me,” etc.)
3. Hand out a copy of a menu from a Mexican/ German/ French, etc. restaurant. Review asking and telling the cost of items by asking students how much is a . . . eg. chimichanga/two tacos/etc. Students respond appropriately using dollars and cents, or target language currency.
4. Allow time in class for students to choose what they would order at the restaurant.
5. Ask each student what they would like and have them order in the target language (I would like....)

Lesson Nine

1. Take a field trip to a Mexican/ German/ French restaurant. Call the restaurant and arrange for the waiters and waitresses to speak only the target language to the students while they are there.
2. Students hear native speakers, see authentic the target language articles and atmosphere at the restaurant, and eat authentic ethnic food.

Lesson Ten

1. Students are given a test over food words, verbs, and adjectives from this unit.

Assessment Method or Tool:

Teacher observation, student observation, problem sheets, quizzes, tests.

Assessment Criteria:

1. Students consistently identify or choose the correct target language food words for the English equivalent.
2. Students accurately conjugate selected verbs to match subject.
3. Students can list a minimum of five target language food words that are of a given color.
4. Students accurately use target language adjectives to describe food.
5. Students can effectively use the target language to order food from a native speaker.
6. Students can effectively use new knowledge to understand a native speaker.

(Foods) *
LA COMIDA

la fruta (fruit)*

la manzana
la naranja
la pera
la frambuesa
la piña
la baya azul
las uvas
el pomelo
el limón
el melón
el melocotón
el plátano/la banana
la pasa

las bebidas (drinks)*

el zumo/el jugo
el agua
el café
la limonada
la leche
la gaseosa

la carnes (meat)*

el cerdo
el jamón
la salchicha
la hamburguesa
el pollo
el pavo
la langosta
el tocino
el bistec
el perrito caliente

otra comida (other foods)*

el pan
la jalea
la mantequilla
el cacahuete/el mani
el queso
la ensalada
la sopa
la pasta
el sandwich
espaguetis

los vegetales/los legumbres (vegetables)*

la lechuga
la patata/la papa
la zanahoria
la judia verde
las habichuelas
la coliflor
la cebolla
el apio
los guisantes
el brócoli
el pimiento
el tomate

los granos (grains)*

el maíz
el arroz
el trigo
bran
la avena

los postres (desserts)*

el pastel
la galleta
el helado
el tarta
el pudín
la gelatina

la sal
la pimienta
el azúcar
las palomitas
el tostado
el cereal
los panqueques
los refrescos
los huevos

* Use only the target language - Spanish examples given

(More words about food!)*
¡MÁS PALABRAS DE COMIDA!

tengo (mucho) hambre

tengo (mucho) sed

el desayuno

el almuerzo

la merienda

la cena

el plato

delicioso

el vaso

rico

el tazón

dulce

la plata

agrio

el tenedor

grueso

el cuchillo

frío

la cuchara

caliente

la servilleta

salado

el camarero/la camarera

picante

beber

tomar

comer

poder

traer

usar

* Use only the target language - Spanish examples given

SPANISH I

Victuals
COMIDA VERB CONJUGATIONS

1. she brings _____
2. I use _____
3. they drink (beber) _____
4. we eat _____
5. you are able _____
6. I drink (tomar) _____
7. he uses _____
8. we are able _____
9. I bring _____
10. you drink (tomar) _____
11. we use _____
12. she drinks (beber) _____
13. they eat _____
14. he is able _____
15. I eat _____

EL EJERCICIO DE LA COMIDA (a foods exercise)*

Pollo	lechuga	manzana	salchicha	leche
Maiz	zanahoria	cebolla	limonada	melocotón
Café	pavo	bistec	zummo	frambuesa
Brecol	pera	arroz	agua	trigo

GRANO(S) (Grains)*

CARNE (Meat)*

FRUTAS (Fruits)*

LEGUMBRES (Vegetables)*

BEBIDAS (Drinks)*

*Use only the target language - Spanish examples given

FOOD COMBINATIONS

Below are examples of how to combine individual food words to make a food combination. Write the foods in Spanish using the examples as a guide. Use for any other target language.

un sandwich de jamon y queso = a ham and cheese sandwich

una ensalada de fruta = a fruit salad

la sopa de legumbres = vegetable soup

las papas fritas = fried potatoes

el pan con mantequilla = bread with butter

apple juice

a peanut butter sandwich

fried chicken

chocolate ice cream

a chicken sandwich

a lettuce salad

noodle soup

a tuna sandwich

Write a type of food that includes the following ingredient.

1. cheese
2. turkey
3. strawberry
4. carrot
5. bacon
6. apple

Learning Scenario: Orienteering

Submitted by: Sherry Ewing, Spearfish School District, sewing@hs.spearfish.k12.sd.us

Activity Summary:

Students will write directions to follow in order to get to a specified marker. Students will trade their written directions and follow the new set of directions to see if they can find the specified marker.

Reflects Goals and Indicators:

1.1, 1.2, 1.3

Intended Level:

Intermediate

Length of Activity:

60 minutes

How Students Work:

Individually

Materials Needed:

one piece of string or rope to make a 5 foot circle,
one marker for each student. (1/4 of a 3x5 card),
one 3x5 card for each student to write their directions on, and
a vocabulary list on the board in columns.

Choose one item from each column to write a command.

Write 8 commands. In the target language the first command is:

Leave the circle at the mark of north, south, east, west." Next commands are e.g.,
"March 37 steps to the left. Hop 70 steps backward, etc."

1	2	3	4
Walk	Any number between	steps	left
Step	10-70 (numbers could vary)	jumps	right
Go	(possibly words and not numerals)	hops	forward
March		backward	
Jump			north
Hop			south
			(any other directions)

New Vocabulary/Terms:

This will depend on what you choose for verbs, numbers, directions, etc., and what your students have been taught.

Steps for Planning and Implementation:

Use this as an outdoor activity or use a gym or other large area (if there is access to such a place) and modify the number of steps so that it would work indoors as well, if there is access to such a place.

1. The students write their first and last names on the back of the 3x5 cards.
2. The students write the directions on the other side of this card with their name on it.
3. Hand out a "marker" to each student. (1/4 of a 3x5 card or something similar)
4. They must write their first and last name on the marker.
5. Students go outside and line up single file facing the teacher.
6. The teacher places the string or rope in a circle on the ground. Instruct each student to stand in the circle and leave it following the instructions they have written on their card. When they get to the end of their instructions, they lay their marker in the grass and return to the point of origin.

7. Collect each card from the students as they return to the line. Shuffle the cards turned in by the students, which have the directions on them and their names. Pass one of these cards to each student making sure they do not get their original card. When they get a new card of directions they must once again leave the circle, follow the written directions, and find the marker with the name of the student that matches the name on the card with the directions they just followed.
8. When the students return with the instruction card and marker that have matching names, staple them together and write the successful student's name on the set.

I have not noticed any students cheating, as I do not allow them to talk or ask for help. The line of students is continuously moving with several leaving the circle at a time. The returning students are given the new set of instructions to follow as soon as they have placed their markers so everyone is involved and busy. No one is standing around and watching for more than a few seconds.

Assessment Method:

Teacher observation and whether they found the marker that has the matching name of the one on the written instructions they were following.

Assessment Criteria:

I give them points for finding the correct marker, not conversing with others and staying on task. When a student can't find a marker and is wandering around the field, we all follow the directions to see if we can find the marker. When the person placing the marker did not follow his directions correctly, (e.g., turned right instead of left) that person loses points.

Learning Scenario: A City in...(pick target language country)

Submitted by: Trudy Flage, Meade School District 46-1, sdflage@sturgis.com

Activity Summary:

Students will work individually to draw a map of an imaginary city using 10 (or more) of vocab words for parts of the city. The map will be drawn with easily recognizable symbols instead of words for the buildings. Students sign their individual papers and pass the map on a partner who will then write 5 grammatically correct sentences using the places on the map starting where they are and where they are going. That student will then read the sentences to the mapmaker. The cartographer will use a different colored pencil, crayon, or marker to mark each of the routes.

Reflects Goals and Indicators:

1.1, 1.2

Intended Level:

Beginning

Length of Activity:

30 minutes

How Students Work:

Individually and with a partner

Materials Needed:

Paper, pen or pencil, vocabulary list, 5 different colored pencils

New Vocabulary/Terms:

(parts of a city)

i.e.	church	house
	airport	post office
	train station	store
	plaza	restaurant
	library	stadium
	pharmacy	etc.
	hospital	
	swimming pool	

The map could be laminated and used in a partner activity.

Steps for Planning and Implementation:

Student A will draw a map of an imaginary city using symbols for the various buildings. (ex  = library,  =swimming pool, etc.) Students must not label buildings; only symbols are allowed at this point. The city must have at least 10 different buildings. Student A signs his name to his paper and exchanges with Student B. This student will write 5 sentence groups. (ex. I am at the library. I am going to the church and later to the airport.) Student B then reads the sentences to Student A. Student A must draw lines on the map according to the directions he hears, using a different color pencil for each sentence group. Student A then must label the buildings in the target language, spelling them correctly. Student B also must sign the paper and hand it in to the teacher.

Assessment Criteria:

Map Assessment

- 10 pts. Did Student A have 10 easily identifiable buildings?
- 10 pts. Did Student A follow the route correctly?
- 10 pts. Are the buildings labeled and spelled correctly?

Written Directions Assessment

- 10 pts. Are there 5 sentences to each group? (2 pts. each)
- 10 pts. Are the sentences grammatically correct? (2 pts. each)
- 10 pts. Are the words in each sentence spelled correctly? (2 pts. each)

Learning Scenario: Color My World

Submitted by: Cari Sonnenburg , Castlewood Schools, sonnenburg@hotmail.com

Activity Summary:

Students are introduced to color words in the target language. Mastery of the new vocabulary and correct usage is developed through a variety of activities.

Reflects Goals and Indicators:

1.1, 1.3, 3.1, 3.2

Intended Level:

K-4, Beginning

Length of Activity:

8-15 minute sessions

How Students Work:

Individually, partners, group

Materials Needed:

Word cards in English, word cards in Spanish, or any other world language word cards written phonetically for Spanish or target language pronunciation, (eg. Worksheet pages 7 and 8 from *100 Reproducible Activities – Spanish, Elementary*, published by Instructional Fair, Inc., Worksheet pattern pages 19 and 20 from *Hablo Español*, published by Incentive Publications, Inc., *Sing, Dance, Laugh, and Eat Tacos, Part One*), envelopes, colored construction paper, scissors, paper fasteners, tag board

New Vocabulary/Terms:

colors

Steps for Planning and Implementation:

Lesson One

1. Using word cards with target language color words written in that colored marker, introduce color vocabulary, eg. “azul” is written on a card with blue marker. Show the card to the class and pronounce the target language word. Class says its equivalent in English. Go through all colored cards.
2. On the back side of the word cards, spell out target language pronunciation phonetically. Show students the target language color word. Again, ask the color in English. Pronounce the target language word for the class. Turn to the phonetic side and have students slowly pronounce/repeat one syllable at a time and then the word as a whole. Go through all colors.
3. Show original color cards and have students repeat pronunciation after teacher. After practice, students should pronounce words on their own.
4. Play 7-Up* with students who are “up” holding target language word cards and sitting students choose the target language words rather than students’ names. If they guess correctly they exchange places, also have students tell what the word means in English.

Lesson Two

1. Students identify color in English after seeing target language word.
2. Students repeat pronunciation after teacher.
3. Students pronounce color words individually.
4. Hand out worksheets from *100 Reproducible Activities*. Students practice writing target language color words. Give time to work individually.

Lesson Three

1. Go over worksheet orally in class. Students pronounce words individually, possibly with assistance from phonetic word cards or from the teacher.

* See glossary

2. Hand out a flower/petal pattern sheet *. Students should color the parts of the flower according to the directions.

Lesson Four

1. Hand out a pattern sheet with a flower pot *. Instruct students to color the pot some color not on the flower (black, gray, etc.)
2. Students cut out the flower and the petals and place in an envelope.
3. Students who finish early can color the items on pages they received earlier from *100 Reproducible Activities*.

Lesson Five

1. Hand out paper fasteners to each student.
2. Students pick a color on the flower and attach the appropriate colored petal to fastener first. Going clockwise, students continue attaching the remaining colored petals.
3. Attach flower to paper fastener last and the entire flower to the flower pot. Close paper fastener.
4. Students arrange petals to match the labeled colors of the flower.

Lesson Six

1. Using word cards with target language words written all in black, go through each card with the class. First time through, pronounce word and have class tell English equivalent. Second time through, pronounce word and have students repeat it.
2. On tag board, have a square of construction paper of each color taped on (one tag board set for each team). Divide class into teams and line up students with front person facing their tag board. Say a color in the target language; each person points to the color they think that is. Each correct person receives a point and all players go to the back of the line and the next person proceeds. Go through several times. Winning team may receive a sucker, Starburst, or Lifesaver by selecting a color in the target language.

Lesson Seven

1. Tape individual construction paper squares on the board or wall for each team. Divide class into teams and assign each student on the team a number in the target language.
2. Say a color in the target language. Ask individual students to name an object that is that color. Name an object and have students say what color that object is using a target language color word.
3. Say any object that has color, in English (pumpkin, night sky, Barney). Pause for individual thought. Call a number in the target language. Each member with that number goes to the board and writes the target language color word of that item next to the appropriate colored square (eg. pumpkin – anaranjado, Barney – morado)
4. Vary the game by calling a target language color and have students write an item of that color next to the appropriate colored square.

Lesson Eight

1. Use colored construction paper or word cards (in the target language or English). Have one student stand next to another student. Show a color or word. The first student to identify the color moves on to the next student.
2. Play continues until someone has reached his/her original seat or until times runs out.
3. Students waiting for their turn can help judge when the teacher asks for help.

3. Play a game similar to “Los Colores” from *Sing, Dance, Laugh, and Eat Tacos, Part One*.

* *Hablo Español has such patterns*

Assessment Method or Tool:

Teacher observation, student observation.

Assessment Criteria:

1. Student consistently pronounces target language color words accurately.
2. Students accurately write the target language color words.
3. Student clearly identifies objects describing a target language color word.
4. Students can accurately match objects to the correct target language color word.
5. *Students can quickly and accurately give the target language color word for colored objects*

Learning Scenario: Global Awareness

Submitted by: Sherry Ewing, Spearfish School District, sewing@hs.spearfish.k12.sd.us

Activity Summary:

Students will have a better understanding of the size of certain countries and how the world population is distributed.

Reflects Goals and Indicators:

5.2, 5.3

Intended level:

Beginning

Length of activity:

20 minutes

How students work:

Individually or cooperatively

Materials needed:

Classroom full of students and desks, or big marshmallows and little marshmallows(enough so that each student can show the presentations). Country name labels for each student if you use the marshmallows.

Objective:

Students will have a better understanding of the size of certain countries and how the world population is distributed.

Steps for Planning and Implementation:

1. Distribute 9 large marshmallows to each student. Instruct them not to eat them. One large marshmallow equals 1 million square miles.
2. Distribute 21 little marshmallows to each student. Do not eat them. No problem with this if desks and chairs are used. Each small marshmallow represents 100 million people.
3. Instruct the students to show how the land mass and population of the U.S. would be represented. U.S. has 3,615,211 square miles and 263,564,772 people. Four large marshmallows with 3 small marshmallows sitting on top, or 4 desks with 3 students sitting in them.
4. Show the representation of Spain-195,000 square miles and 33,824,000 population. 1/5 of a large marshmallow and 1/3 of a small marshmallow on top. Cut one large marshmallow into fourths. (For other target languages, use France, Quebec, Germany, Austria, etc.)
5. Show the representation of Mexico. 756,000 square miles and 93,342,000 population. 3/4 of a large marshmallow and 1 small marshmallow on top.
6. Show the representation of China. 3,705,000 square miles and 1,226,944,000 population. Four large marshmallows with 12 small marshmallows on top.
7. Distribute a name card for each country represented to the students.
8. Instruct each student to label each representation as they can recall. The teacher needs to give them the right answers after the students have labeled them.

Assessment Method:

Teacher observation to see if the students are aware of which country is represented.

Learning Scenario: Numbers

Submitted by: Mildred Horner, Howard School District, kwhmeh@splitrocktel.com

Activity Summary:

After learning numbers, students will reinforce the use of numbers by playing bingo (responding to number called and calling numbers), asking/telling time, and creating and answering various math problems in target language.

Reflects Goals and Indicators:

1.1, 1.3, 1.4, 3.2.

Intended Level:

Beginning

Length of Activity:

Several class periods

How Students Work:

Class or small group

Materials Needed.

Flash cards with numbers written as words and symbols, a clock (real or cardboard), dry erase/chalk board or overhead projector, and dice

Steps for Planning and Implementation:

1. Learning basic numbers
 - A. The students will learn numbers 0-19, 20, 30, 40, etc. and all numbers between.
 - B. Use of flashcards and throwing of dice will reinforce number recall.
 - C. Bingo will be played for students to hear and apply numbers correctly. Students who receive a “bingo” will call numbers for the other students.

2. Learning to tell time
 - A. Students will learn correct terms to tell time.
 - B. Students will be able to respond and ask for the correct time with the use of real or cardboard clock.

4. Math
 - A. Know correct math terms for add, subtract, and multiply.
 - B. Respond to math problems correctly. Create math problems for other students.
 - C. Be able to give and count change given in return correctly.
 - D. Figure cost of several items without the use of a calculator.
 - E. Do measurements of height, various objects, etc.

Assessments:

1. To assess numbers, students will have a written test and/or oral test.
2. To assess telling time, students will conference with teacher one-on-one and take a written test.
3. To assess math, students will conference with teacher one-on-one and take a written test.

Learning Scenario: Numbers from 0-20

Submitted by Sandra Brown, Sioux Falls School District, browns@sf.k12.sd.us

Activity Summary:

Students will recognize in print and speech and recite the target language numbers from 0 – 20. This will be done through a variety of activities and assessments.

Reflects Goals and Indicators:

1.1, 1.3

Intended Level:

Beginning

Length of Activity:

Short lessons over several days

How Students Works:

Whole class responses, independent and pair activities

Materials Needed:

Large screen or board and appropriate markers, lined paper and writing implements, plain paper or art paper, markers or colored pencils, target language numbers word list, scrambled letter worksheets, math puzzle, packets of number words (1 per 2 students), dot-to-dot puzzle, quiz/worksheet: (Number list with word bank) quiz/worksheet: (word list)

New Vocabulary/Terms:

Numbers 0 – 20 and math functions

Steps for planning and implementation:

Lesson One:

Teacher introduces numbers with TPR*: says number in target language while writing the same numeral on the board. Students echo. Teacher and students then say and write same numeral on the next line, the students listen and echo the following numeral, continuing in the same manner through number 20.

Example of finished product:

0 1
0 1 2
0 1 2 3
0 1 2 3 4
0 1 2 3 4 5, etc.

Practice counting as a class and in pairs.

Lesson Two:

Have a student say the word, the teacher repeats the word, then the class repeats after the teacher. Do this through the entire list. Practice counting as a class and/or in pairs. (At this point it can be useful to create a “phonetic” spelling for each word to aid in pronunciation.)

Lesson Three:

Review numbers by counting. Using a chart, practice matching target language words to numerals. Read number word list. Have students complete worksheet. Self-check with a partner, looking for accuracy of spelling and number order.

Lesson Four:

Review numbers by counting, with and without the chart. Teacher introduces new vocabulary and students echo. Teacher displays and reads examples of math statements. Students write two to four additional statements. Then they take turns reading a statement to their partner who translates the statement or provides the answer in the target language. This can also be done as a class activity. Follow up with math worksheet.

*See glossary

Lesson Five:

Review numbers by counting aloud with or without the chart. Have students arrange number words out of an envelope in order from 0 – 20. Then they count to their partners using the words. With the teacher reading the numbers, the students complete a dot-to-dot picture. (The numerals are not connected in value order: eg: 18, 7, 15, 2, 20, 8, 14, 3, 10, 13, 19, 5, 9, 17, 6, 11, 1, 16, 4, 12.)

Lesson Six:

Practice counting. Students create a doodle, design, picture, using numerals and number words together in the target language. Assessment: students individually count aloud.

Lesson Seven:

Practice counting. Assessment: students complete a worksheet or word bank activity.

Lesson Eight:

Review numbers. Assessment: students complete a worksheet with triple list words

Learning Scenario: News show (20/20, Good Morning America, Dateline)

Submitted by: Vicki Strege, Milbank Schools, vstrege@milbank.k1k.sd.us

Activity Summary:

The students will plan, act out and video tape a news program in the target language. There will be a program host or hosts, various reporters and actual people for on-the-spot interviews. There will be several segments to the program: news and history, weather, sports, human interest, etc. The purpose of the show is to research the culture, climate, history of the target country.

Reflects Goals and Indicators:

1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.1, 5.1, 5.2, 5.3

Intended Level:

Intermediate

Length of Activity:

4/5 60 minute periods

How Students Work:

There will be a general introductory session to discuss the elements of this project. Roles will be assigned. There will be a general show host or hosts. The rest of the class will be divided into sections that will research history and news, weather, sports, economics, families and human interest. One or two students from each group will act as reporters; the rest of the group will play people who will be interviewed for the news segment.

Materials Needed:

Video camera, microphones, desks, backdrop, scene props necessary for the various segments of news, weather maps, pointer, products for commercials.

New Vocabulary/Terms:

Weather conditions, history, sports, famous people, government officials, geography, family life and customs will all have terms.

Steps for Planning and Implementation:

1. Identify the elements of a news show. Explain the procedure of the news show as a means of learning more about a target language country or countries and a means of strengthening language skills.
2. Divide into groups of history and news, economics, weather and geography, sports, culture and human interest, famous people and government officials.
3. The students will study their assigned areas by means of the Internet, textbooks, encyclopedias, etc.
4. A general show host(s) will be chosen to make introductions of the various stories and do commercials.
5. Other group members will assign themselves as reporters and on-the-spot people to interview.
6. The students will formulate questions and answers that display knowledge of the assigned study area.
7. A written script is submitted to teacher for corrections.
8. The students will practice their news segments.
9. The students will present and film their news segments.
10. The students will watch their news show and evaluate themselves according to: correct use of language

1. Display of knowledge of the people, history, and culture
2. Knowledge of weather and geography of the target language country
3. Ability to work successfully together

20/20 En Español: Student Information Handout

We are going to divide into 6 groups to present a news program in Spanish. The purpose of this news program is:

1. To improve speaking, writing, listening, and reading comprehension abilities in Spanish, in other words, to strengthen language skills.
2. To increase knowledge of the history, weather, sports, culture, climate of Spain.
3. To use various resources to access information and data about Spain.
4. To use various individual skills and abilities to present the information.

Steps for Planning and Implementation of 20/20 en Español

4. What are the necessary elements of presenting a news program?
3. Who from each group will take on these extra jobs?
2. There will be 6 groups. Each group will divide responsibilities and duties to present their assigned topic concerning Spain.
1. These are the possible topics of presentation:

famous people in the history of Spain	sports and hobbies
the political history of the country	food
government of Spain	customs and culture
geography of Spain (cities, regions, languages, etc.)	holidays
weather	

Roles of group members:

General show hosts: 1. _____ 2. _____
News Reporters: 1 or 2 from each group.
Actors who carry out the subject of the report 3 or 4 from each group.
Video production person:
Prop/Materials needed:
Resources used for report:

Assessment

Rubric for 20/20 En Español (or any target language)

1. Uses a Wide Variety of Vocabulary

4. Demonstrates a wide knowledge of many words in the target language.
3. Demonstrates above average knowledge of words in the target language.
2. Demonstrates an average knowledge of words in the target language.
1. Demonstrates a limited knowledge of words in the target language.
0. Demonstrates little, if any, knowledge of words in the target language.

2. Uses Correct Grammatical Construction in Terms of Verb Conjugation and Agreement in Sentences Structure

4. Almost always uses the verbs correctly displaying a wide knowledge of verbs.
3. Uses verbs correctly most of the time and has an above average knowledge of verbs.
2. Uses moderate number of verbs but makes some errors in their usage.
1. Uses a small number of verbs and makes many errors in their usage.
0. Is unable to identify a verb or use it correctly in a sentence.

3. Uses a Wide Variety of Resources in Preparation

4. Uses four or more sources to prepare for the presentation.
3. Uses three sources to prepare for the presentation.
2. Uses two sources to prepare for the presentation.
1. Uses one source to prepare for the presentation.
0. Uses one source poorly or no sources to prepare for the presentation.

4. Presented Fact Statements in Subject Area

4. Presented 10 or more fact statements and expanded upon them.
3. Presented 8-10 fact statements with moderate expansion.
2. Presented 7-8 fact statements with some expansion.
1. Presented 5-7 fact statements with little expansion.
0. Presented fewer than 5 fact statements with no expansion.

5. Pronunciation: Pronounces Correctly, With Accuracy

4. Makes no or few errors.
3. Makes a few or some errors.
2. Makes several errors.
1. Makes many errors.
0. Does not attempt to speak.

6. Demonstrates Sufficient Preparation in Subject Area (e.g., history, weather, etc., written report in subject area turned in before presentation)

4. Did extensive preparation through research, writing and gathering props.
3. Did moderate preparation through research, writing and gathering props.
2. Did a fair amount of preparation through some contribution to research, writing and gathering some props.
1. Did a small amount of preparation, did little research, writing and gathered few props.
0. Did very little preparation, writing or prop gathering.

7. Demonstrated Involvement in the Group Project Through Speaking, Writing, Acting, and Bringing Props

4. Highly involved as a leader in research, writing, and presentation during class and spent several hours out of class working on the project.
3. Strongly involved in the research, writing, and presentation during class, and spent a moderate amount of time out of class working on the project.
2. Moderately involved in the research, writing, and presentation during class and spent a little time out of class working on the project, somewhat dependent on others for guidance and direction.
1. Somewhat uninvolved in the research, writing and presentation during class and spent no time out of class working on the project, mostly dependent on others for guidance and direction.
0. Uninvolved in research, writing, and presentation during class, did no preparation out of class and was totally dependent on others for guidance and direction.

Scale: A=28-26

B=25-23

C=22-20

D=19-18

F=17