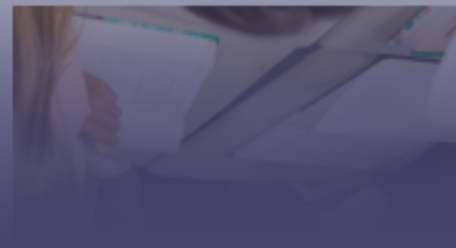


AMERICAN INTERNATIONAL
SCHOOL OF LAGOS

Middle School World Language Standards



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LEVEL A

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- A.1.1 Use multiple greetings and farewells in new social situations.
- A.1.2 State information about self, family, and friends.
Examples: Name, phone number, physical attributes
- A.1.3 Express a variety of feelings and preferences of self, family, and friends.
Examples: Likes and dislikes
- A.1.4 Exchange familiar information and opinions in brief guided conversations.
- A.1.5 Exchange familiar information and opinions in written form with guidance.
Examples: Letters, e-mails, etc.
- A.1.6 Make requests and ask basic questions.
Example: Polite requests
- A.1.7 Recognize and use situation-appropriate non-verbal communication.
- A.1.8 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- A.2.1 Respond to classroom requests, commands, and directions.
- A.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: List main characters from a short authentic children's story
- A.2.3 Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- A.3.1 Recite developmentally appropriate rhymes, proverbs, and poetry of the target cultures.
- A.3.2 Present simple prepared material on selected topics.
Examples: Dialogues, skits, etc.
- A.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.

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- A.3.4 Compose simple cohesive written information using appropriate formats with teacher guidance.
Examples: Poetry, messages, descriptions, cartoons, etc.
- A.3.5 Sing developmentally appropriate songs of the target language and cultures.
- A.3.6 Describe objects, self, family, and friends in written and spoken language and in familiar terms with teacher guidance.

Standard 4 CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- A.4.1 Recognize basic family practices of the target cultures.
Examples: Family structure, giving and receiving, mealtimes, etc.
- A.4.2 Describe products and symbols of the target cultures.
Examples: Toys, games, dress, foods, etc.
- A.4.3 Identify factors that influence practices, products, and perspectives.
Examples: Geography, weather, demographics, etc.

Standard 5 CONNECTIONS: Make Connections To Other Content Areas

Learners use the target language to expand their knowledge of and make connections among multiple content areas.

- A.5.1 Describe objects and concepts from other content areas.
Examples: Classification of living things (refers to Science 3.4.1), telling time (refers to Mathematics 2.5.9, 3.5.9, 4.5.9)
- A.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Sort animals into various groups, tell time to the half- and quarter-hour in the target language

Standard 6 CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- A.6.1 Use digital media and culturally authentic resources to build vocabulary.
Examples: Electronic dictionaries, language websites, TV programs, etc.
- A.6.2 Use digital media and/or culturally authentic resources to study target cultures.
Examples: Short video clips, advertisements, pop culture materials, etc.

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Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- A.7.1 Use words shared between English and the target language and cognates to guess meaning.
- A.7.2 Recognize and use simple language structures.
Examples: Agreement of adjectives and nouns, agreement of nouns and verbs
- A.7.3 Compare and use idiomatic expressions in the target language.
- A.7.4 Compare and use authentic forms of address in everyday situations.
- A.7.5 Identify some daily living patterns of other cultures and the learner's own culture.
Examples: Family interactions, school, etc.
- A.7.6 Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
- A.7.7 Recognize and share contributions from other cultures.
Examples: Art, literature, famous people, etc.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- A.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Teach target language words and phrases to family members or friends
- A.8.2 Recognize the use of the target language in the learner's community.
Examples: Signs, restaurants, etc.
- A.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- A.9.1 Student can identify and correct errors in written and spoken target language.
- A.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Level B/Level 1 (Spanish 1)

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- B.1.1 Accurately use multiple greetings and farewells in new social situations.
- B.1.2 Accurately state information about self, family, and friends.
Example: Personality characteristics
- B.1.3 Accurately express a variety of feelings and preferences of self, family, and friends.
Examples: Likes and dislikes
- B.1.4 Exchange familiar information and opinions in brief conversations.
- B.1.5 Exchange familiar information and opinions in written form with greater independence.
Examples: Letters, e-mails, etc.
- B.1.6 Make requests and ask different types of questions.
Example: Use of the simple imperative
- B.1.7 Recognize and use situation-appropriate non-verbal communication.
- B.1.8 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- B.2.1 Respond accurately to classroom requests, commands, and directions.
- B.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Illustrate the main idea of a short selection
- B.2.3 Make educated guesses about meaning in simple, unfamiliar contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- B.3.1 Recite developmentally appropriate rhymes, proverbs, and poetry of the target cultures.
- B.3.2 Present prepared material and student-created material on selected topics.
Examples: Dialogues, skits, plays, etc.
- B.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.

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- B.3.4 Compose simple cohesive written information using appropriate formats with teacher guidance.
Examples: Poetry, messages, descriptions, simple narratives, cartoons, etc.
- B.3.5 Sing developmentally appropriate songs of the target language and cultures.
- B.3.6 Describe objects, self, family, and friends in written and spoken language more independently and with greater detail.

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- B.4.1 Investigate and report on basic social practices of the target cultures.
Examples: Celebrations and holidays unique to the target cultures, fashion, sports, etc.
- B.4.2 Examine products, perspectives, and symbols of the target cultures through guided participation.
- B.4.3 Examine factors that influence practices, products, and perspectives.
Examples: Geography, weather, demographics, etc.
- B.4.4 Describe contributions from other cultures.
Examples: Art, literature, famous people, etc.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use target language to expand their knowledge of and make connections among multiple content areas.

- B.5.1 Investigate and report on objects and concepts from other content areas.
Examples: Probability (refers to Mathematics 5.6.4), body parts and exercise (refers to Science 4.4.9), map skills (refers to Social Studies 6.3.2)
- B.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Report on survey results in the target language, identify and describe body parts used for various activities, use a map or locational technology to identify locations

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- B.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Electronic dictionaries, language websites, TV programs, etc.
- B.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: Short video clips, advertisements, etc.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- B.7.1 Use cognates and word families to guess meaning.
- B.7.2 Recognize and use simple language structures.
Examples: Question formation, negative constructions
- B.7.3 Compare and use idiomatic and colloquial expressions in the target language.
- B.7.4 Compare and use authentic forms of address in social situations.
- B.7.5 Compare the social patterns of other cultures and the learner's own culture.
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- B.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations to peers and school community
- B.8.2 Investigate and share with others the influences of the target language and cultures on the community.
Examples: Architecture, special events, stores and shops, etc.
- B.8.2 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Example: Establish e-pal or pen pal connections with native speakers

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- B.9.1 Student can identify and correct errors in written and spoken target language.
- B.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- 2.1.1 Accurately and appropriately state information about self and others.
- 2.1.2 Exchange more detailed information and opinions in guided conversations.
Examples: Express emotions and inquire about others' feelings
- 2.1.3 Exchange more detailed information and opinions in written form with guidance.
- 2.1.4 Make requests and ask different types of questions in a variety of social situations.
- 2.1.5 Recognize and use situation-appropriate non-verbal communication.
- 2.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 2.2.1 Respond to everyday requests, commands, and directions.
- 2.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Identify basic parts of speech
- 2.2.3 Make educated guesses about meaning in unfamiliar written contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- 2.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 2.3.2 Present prepared material and student-created material on a variety of topics.
Examples: Dialogues, skits, plays, etc.
- 2.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 2.3.4 Compose simple cohesive written information using appropriate formats with greater independence and ease.
Examples: Poetry, messages, descriptions, simple narratives, cartoons, etc.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 2.4.1 Investigate and report on cultural practices of the target cultures.
Examples: Traditions, fashion, sports, dating
- 2.4.2 Examine products, perspectives, and symbols of the target cultures.
- 2.4.3 Describe factors that influence practices, products, and perspectives through guided participation.
Examples: Geography, weather, history, etc.
- 2.4.4 Describe contributions from other cultures.
Examples: Art, literature, famous people, etc.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use the target language to expand their knowledge of and make connections among multiple content areas.

- 2.5.1 Investigate and report on objects and concepts from other content areas.
Examples: Probability (refers to Mathematics 5.6.4), inherited traits (refers to Science 8.4)
- 2.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Report on survey results in the target language, discuss family traits in the target language

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 2.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: RSS feeds/Podcasts, streaming audio, electronic dictionaries, etc.
- 2.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: Video clips, advertisements, online newspapers, etc.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 2.7.1 Use cognates and word families to guess meaning.
- 2.7.2 Recognize and use a variety of language structures.
Examples: Parts of speech, demonstratives and possessives
- 2.7.3 Compare and use idiomatic and colloquial expressions in the target language.
- 2.7.4 Compare and use authentic forms of address in a variety of social situations.
- 2.7.5 Compare the social patterns of other cultures and the learner's own culture.
Examples: Compare school settings, discuss dating, etc.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 2.8.1 Share experiences from the world language classroom with others.
Example: Make presentations to peers and school community
- 2.8.2 Investigate and share with others the influences of the target language and cultures on the community.
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 2.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad
- 2.8.4 Research and present about a local and/or global community need that is identified as authentic by the cultures of the target language.

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- 2.9.1 Student can identify and correct errors in written and spoken target language.
- 2.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

Standard 1

COMMUNICATION: Write and speak in a language other than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- 3.1.1 Exchange detailed information and opinions orally.
- 3.1.2 Exchange detailed information and opinions in written form with guidance.
- 3.1.3 Make requests and ask different types of questions in a variety of social situations.
- 3.1.4 Recognize and use situation-appropriate non-verbal communication.
- 3.1.5 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 3.2.1 Respond accurately to everyday requests, commands, and directions.
- 3.2.1 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Respond to comprehension questions in the target language
- 3.2.3 Make educated guesses about meaning in unfamiliar written and/or spoken contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- 3.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 3.3.2 Produce and present creative material on a variety of topics.
Examples: Reports, skits, mock travel journal, etc.
- 3.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 3.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures.
Examples: E-mail, descriptions, narratives, cartoons, etc.

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Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 3.4.1 Investigate and report on cultural practices of the target cultures.
Examples: Sports, dating, pop culture, etc.
- 3.4.2 Describe products, perspectives, and symbols of the target cultures in simple terms.
- 3.4.3 Discuss factors that influence practices, products, and perspectives.
Examples: History, politics, technology, etc.
- 3.4.4 Recognize the interrelations among the practices, products, and perspectives of the cultures studied.
- 3.4.5 Explain contributions from other cultures.
- 3.4.6 Identify elements that shape cultural identity in the learner's heritage and in the target cultures.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use target language to expand their knowledge of and make connections among multiple content areas.

- 3.5.1 Investigate and report on objects and concepts from other content areas.
- 3.5.2 Integrate content area concepts and skills through relevant activities.

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 3.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 3.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: News broadcasts, online newspapers, etc.

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 3.7.1 Use cognates and word families to guess meaning.
- 3.7.2 Recognize and use a variety of language structures.
Examples: Compound and complex sentences

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- 3.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 3.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 3.7.5 Compare the social patterns of other cultures and the learner's own culture.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 3.8.1 Share experiences from the world language classroom with others.
- 3.8.2 Investigate and share with others the influences of the target language and cultures on the community.
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 3.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad
- 3.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- 3.9.1 Student can identify and correct errors in written and spoken target language.
- 3.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 4.1.1 Initiate, sustain, and close conversations in limited yet varied situations.
- 4.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 4.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 4.1.4 Make requests and ask different types of questions in a variety of social situations.
- 4.1.5 Recognize and use situation-appropriate non-verbal communication.
- 4.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Circumlocution, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 4.2.1 Respond accurately to everyday requests, commands, and directions.
- 4.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Provide a brief summary of the material in the target language
- 4.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 4.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 4.3.2 Produce and present creative material on a variety of topics.
Examples: Reports, student-written plays, etc.
- 4.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 4.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures.

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 4.4.1 Analyze and reflect on cultural practices of the target cultures.

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- 4.4.2 Describe products, perspectives, and symbols of the target cultures.
- 4.4.3 Discuss factors that influence practices, products, and perspectives.
Examples: Health, technology, social issues, gender equality, etc.
- 4.4.4 Recognize the interrelations among the practices, products, and perspectives of the target cultures.
- 4.4.5 Explain contributions from other cultures.
- 4.4.6 Identify significant events unique to the target cultures.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use target language to expand their knowledge of and make connections among multiple content areas.

- 4.5.1 Make connections with other content areas through resources intended for native speakers.
- 4.5.2 Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas.
Examples: Puzzles, games, cadet teaching, etc.

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 4.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 4.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: News broadcasts, online newspapers, virtual environments, etc.
- 4.6.3 Identify and evaluate resources intended for native speakers.

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 4.7.1 Use elements of word formation to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, roots
- 4.7.2 Recognize and use a variety of language structures.
Example: Mood
- 4.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 4.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.

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- 4.7.5 Compare systems of other cultures and the learner's own culture.
Examples: Educational, political, religious practices, etc.
- 4.7.6 Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 4.8.1 Share experiences from the world language classroom with others.
- 4.8.2 Investigate and share with others the influences of the target language and cultures on the community.
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 4.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by the cultures of the target language, travel abroad

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- 4.9.1 Student can identify and correct errors in written and spoken target language.
- 4.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.

Standard 1

COMMUNICATION: Write And Speak In A Language Other Than English

*Learners engage in written and spoken conversations on a variety of topics.
(Interpersonal)*

- 5.1.1 Interact in culturally and socially authentic and/or simulated situations.
- 5.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 5.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 5.1.4 Make requests and ask different types of questions in a variety of social situations.
- 5.1.5 Recognize and use situation-appropriate non-verbal communication.
- 5.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Circumlocution, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret Information In A Language Other Than English

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 5.2.1 Respond accurately and appropriately to everyday requests, commands, and directions.
- 5.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Answer complex comprehension questions in the target language
- 5.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

Standard 3

COMMUNICATION: Present Information In A Language Other Than English

*Learners present to an audience of listeners or readers on a variety of topics.
(Presentational)*

- 5.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 5.3.2 Produce and present creative material on a variety of topics with greater ease.
Examples: Reports, plays, etc.
- 5.3.3 Read passages aloud with appropriate intonation and pronunciation.
- 5.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 4

CULTURES: Develop Awareness Of Other Cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 5.4.1 Analyze and reflect on cultural practices of the target cultures.
- 5.4.2 Analyze and discuss products, perspectives, and symbols of the target cultures through guided participation.
- 5.4.3 Make predictions about factors that influence practices, products, and perspectives.
Examples: Technology, immigration, emigration, international markets, etc.
- 5.4.4 Explain the interrelations among the practices, products, and perspectives of the cultures studied.
- 5.4.5 Analyze the origin and impact of contributions from other cultures.
- 5.4.6 Explain significant events unique to the target cultures.

Standard 5

CONNECTIONS: Make Connections To Other Content Areas

Learners use target language to expand their knowledge of and make connections among multiple content areas.

- 5.5.1 Make connections with other content areas through resources intended for native speakers.
- 5.5.2 Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas.
Examples: Projects, mini-lessons, cadet teaching, etc.

Standard 6

CONNECTIONS: Access And Connect Information Through Various Media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 5.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 5.6.2 Use digital media and culturally authentic resources to study target cultures.
Examples: News broadcasts, online newspapers, virtual environments, etc.
- 5.6.3 Identify and evaluate resources intended for native speakers.

AISL MS/HS WORLD LANGUAGES ACADEMIC STANDARDS

Standard 7

COMPARISONS: Investigate The Nature Of Language And Culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 5.7.1 Use elements of word formation to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, roots
- 5.7.2 Recognize and use complex language structures.
Example: Passive and active voice
- 5.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 5.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 5.7.5 Compare systems of other cultures and the learner's own culture.
Examples: Educational, political, religious practices, etc.
- 5.7.6 Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.

Standard 8

COMMUNITIES: Become An Active Global Citizen By Experiencing Languages And Cultures In Multiple Settings

Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 5.8.1 Share experiences from the world language classroom with others.
- 5.8.2 Explain how the target language and/or cultures have impacted other communities.
Example: Architecture, special events, stores and shops, careers using the target language, etc.
- 5.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by the cultures of the target language, travel abroad

Standard 9

REFLECTION - What Do I Know And What Am I Able To Do?

- 5.9.1 Student can identify and correct errors in written and spoken target language.
- 5.9.2 Student can reflect on his/her own understanding in order to improve the ability to write, speak, and understand the target language.