

Advanced Low



Standard 1.1 Communication – Interpersonal / Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmark Advanced Low: Converses on global and literary topics using cohesive and connected units of thought in present, past and future time.

Indicators	Instructional Examples
1. Uses appropriate forms of address and behavior in various informal and formal social settings.	Conduct class discussions in register for teacher distinct from register for peers. Practice using comments for clarification. Establish expectations for participation in small group discussions. Role-play emergency situations for which the student would not have the technical vocabulary needed. Conduct interviews based on problem situations selected randomly i.e., current political issues, education policy, international relations, global problems.
2. Uses various strategies, including circumlocution and fillers.	
3. Manages unforeseen and complicated situations.	
4. Expresses personal feelings in order to persuade others.	
5. Expresses individual feelings and ideas in order to negotiate solutions to problems.	
6. Gives and follows directions for survival in unforeseen situations.	



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark Advanced Low: Understands and interprets authentic written and spoken/signed sources of universal, literary, and global topics.

Indicators	Instructional Examples
1. Follows complex commands and instructions intended for native speakers.	
2. Understands authentic, expository, narrative, and persuasive texts and interprets mood and implied meaning (e.g., sarcasm, humor, and irony).	Read and discuss literature including novels, drama, and essays.
3. Deciphers meaning of unfamiliar paragraphs using broad variety of etymology and sentence syntax clues.	



Standard 1.3 Presentational Communication. The student conveys information, concepts, and ideas to listeners, viewers, and readers for a variety of purposes.

K-12 Benchmark Advanced Low: Conveys literary, global, and universal themes in all timeframes in cohesive paragraphs.

Indicators – Spoken/signed production		Instructional Examples
1. Reads text or recites poetry aloud with near-native intonation and rhythm.		Select a poem from same author, or from several authors in similar time period or form, practice reading aloud, then read to the class.
2. Reports and describes using compound and complex sentences in longer forms of discourse.		Write a culture report, summary of DVDs, news, magazine , or newspaper articles.
3. Accurately narrates and describes in present, past, and future.		After reading a novel, student retells the story in their own words.
Indicators – Written production		Instructional Examples
4. Spells accurately and uses all conventions consistently.		When students create any poster, booklet, or Power Point, use a rubric to evaluate skills for spelling and conventions.
5. Writes about an abstract idea using all tenses.		
6. Explains and defends a position about literary, global and universal themes.		Collect three articles/sources on a current issue: read and summarize, then choose a position, explain and defend it.
7. Explains a complex process incorporating detailed instructions.		Student gives directions to others to meet a friend at a train station, stop several places (bank, book store, coffee shop, etc.) on the way back to their house. Student gives directions to others to build a miniature house/object, using ready-made pieces.
8. Writes narrative text with various cohesive devices, tenses, and sentence structures.		Write a short story involving a small cross-cultural misunderstanding or conflict.
9. Writes in essay form with paragraphs serving various purposes, and adjusting voice and register to intended audience.		Write two short essays, no longer than three paragraphs each. In the first essay, try to convince your parents to send you to the country of your choice to study during the summer. Write a second essay to your best friend, whom you would like to accompany you. Post them on a monitored Blog for further discussion.

	
<p>Standard 2.1 Cultural practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p>	
<p>K-12 Benchmark 2.1 Advanced Low: Understands relationships between practices and perspectives in institutions, historical/political context of target language cultures.</p>	
Indicators	Instructional Examples
1. Adapts gestures and social behaviors to regional customs.	Encourage students to mimic gestures and behaviors of the target language in the classroom setting.
2. Analyzes various cultural and social perspectives as they relate to the world.	Research and report such topics as practices in dating, engagements, marriage, divorce; educational setting (movement of classes, extracurricular activities, grading systems, testing); teen issues such as independence, peer pressure, addiction, pregnancy/abortion; religious practices and beliefs; treatment of the elderly and death, etc.
3. Explains regional variations of traditional events and practices.	Pick a holiday, then research how it is celebrated in 3 regions. Find similarities and differences.
	
<p>Standard 2.2 Cultural products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the culture studied.</p>	
<p>K-12 Benchmark Advanced Low: Describes role and significance of a broad range of products and their influence on the world.</p>	
Indicators	Instructional Examples
1. Identifies, discusses, and analyzes such intangible products as social, economic, and political institutions, and describe relationships among these institutions and perspectives of the culture.	Draw a schematic of how the school system is organized in the target culture. Have students draw a schematic of how the school system is organized in their state. After class discussion of the two, have pairs of students pick other segments of target culture to compare with U.S. using organizational charts.
2. Analyzes expressive products (literature, music, art, dance, media, and film) of the culture and the unique perspective conveyed.	Watch and discuss authentic period movies or clips that illustrate the historical /political issues unique to the target culture. Build context by researching artists, musicians, writers from a single time period to clarify historical, political and moral points of view. Read authentic contemporaneous critiques and reviews of artistic products.



Standard 3. Connections - Content. The student makes connections to other disciplines and to authentic sources through knowledge of a world language.

K-12 Benchmark 3.1.1. Advanced Low. The student reinforces and furthers reading skills through world languages (based on Kansas Reading and Literature Standards).

Indicators	Instructional Examples
1. Uses knowledge of classical and modern languages and structural analysis to determine meaning of universal, specialized, or technical topics.	Students create a file or portfolio of appropriate & authentic resources (articles & web sites) to explore areas of personal interest. Based on the collection, make a glossary of useful terms.
2. Determine the meaning of figurative language, imagery, and symbolism.	
3. Distinguishes fact/opinion and recognizes propaganda, bias, and stereotypes in various types of texts.	
4. Analyzes character development and historical, social, and cultural aspects of setting and plot.	

K-12 Benchmark 3.1.2 Advanced Low: The student reinforces and furthers writing through world languages (based on Kansas 6-TRAIT Writing Model).

Indicators	Instructional Examples
1. Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing. See Standard 1.3.	

K-12 Benchmark 3.1.3 Advanced Low: The student reinforces and furthers math skills through world languages (based on Kansas Curriculum Standards for Math).

Indicators	Instructional Examples
1. Increases facility of using regional, colloquial expressions for telling time, date.	
2. Uses formulas to convert metric/English measurement and Fahrenheit/Celsius temperatures.	

K-12 Benchmark 3.1.4 Advanced Low. The student reinforces / furthers knowledge of social studies through world languages (based on Kansas Standards for History and Government; Economics and Geography). Theme: Global issues.

Indicators	Instructional Examples
1. Recognizes geographical, economic, historical and political factors of target country's perspective on global issues..	Create a timeline in a t-chart identifying events with global issues which were affected.
2. Discusses the influence of U.S. history and culture on target language countries.	

K-12 Benchmark 3.1.5 Advanced Low. The student reinforces and furthers knowledge of science through world languages. (based on Kansas Science Curriculum Standards).	
Indicators	Instructional Examples
1. Uses scientific approach to discuss controversial issues in the target language.	
K-12 Benchmark 3.1.6 Advanced Low. The student reinforces and furthers knowledge and appreciation of music through world languages (based on the Kansas Model Curricular Standards for Music).	
Indicators	Instructional Examples
1. Explores and discusses musical traditions, musical styles, performers, composers, and instruments particular to the target culture.	In small groups, choose a contemporary musical composer, performer, or group. Research using WebQuests and write a report concerning the musical style, major theme(s) of the lyrics, and type of musical instruments used. Prepare a PowerPoint presentation and present the information in the target language to the class. Recording of the music must be included.
K-12 Benchmark 3.1.7 Advanced Low. The student reinforces and furthers knowledge and appreciation of visual arts through world languages (based on the Kansas Model Curricular Standards for Visual Arts).	
Indicators	Instructional Examples
1. Explores and discusses artistic traditions and styles, artists, and media particular to the target culture.	Research and write a report about a particular artist representing a time period and particular style.
K-12 Benchmark 3.1.8 Advanced Low. The student reinforces and furthers knowledge and appreciation of health through world languages.	
Indicators	Instructional Examples
1. Investigates current health trends.	Study current media for health concerns and 'self help' articles, then design a personal plan to be more healthy, according to the target culture.
K-12 Benchmark 3.1.9 Advanced Low. The student reinforces and furthers knowledge and appreciation of technology through world languages.	
Indicators	Instructional Examples
1. Investigates and adapts to changing technology in a variety of applications.	



Standard 3.2 Connections – Authentic sources. The student makes connections to other disciplines and to authentic sources through knowledge of a world language.

K-12 Benchmark Advanced Low: Analyzes the perspective evident in sources intended for native speakers.

Indicators	Instructional Examples
1. The student reinforces and furthers <i>reading</i> .	Use novels, journal articles, and reports.
2. The student reinforces and furthers knowledge of <i>math</i> .	Research texts and teacher-training materials to learn how computation (addition, subtraction, multiplication, division) is taught in target country schools. Practice explaining computations using that model.
3. The student reinforces and furthers knowledge of <i>social studies</i> .	Use history texts, television, radio, and web-based news, radio, and newspapers.
4. The student reinforces and furthers knowledge of <i>science</i> .	Use science texts, magazines, and journals.
5. The student reinforces and furthers knowledge of <i>music</i> .	Use CDs, DVDs, satellite TV, and regional and national broadcasts.
6. The student reinforces and furthers knowledge of <i>visual arts</i> .	Use museums, galleries, and individual artist web sites.
7. The student reinforces and furthers knowledge of <i>health</i> .	Use sports clubs, health clubs, diet books, 'how-to books, magazines, and national health initiatives.
8. The student reinforces and furthers knowledge of <i>technology</i> .	Use freeware and shareware, software updates, and on-line projects.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmark 4.1 Advanced Low. The student incorporates understanding of similarities and differences to communicate effectively.

Indicators	Instructional Examples
1. Understands that language usage changes over time.	Compare a literary selection from 18 th century with modern selection.
2. Uses knowledge of structural patterns to communicate effectively.	Use authentic texts with dialogue to practice colloquial words and slang. Discuss tone and setting. Create mini-skits illustrating appropriate and inappropriate use of informal language.
3. Translates with increasing cultural perspective and nuance.	Script short movie clips that contain informal speech to teach non-textbook language.
4. Uses target language dictionary to select appropriate definitions.	Use a target language thesaurus to illustrate connotation and shades of meaning in word choice.



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

K-12 Benchmark 4.2 Advanced Low. The student expresses similarities and differences in perspectives by identifying related products and practices.

Indicators	Instructional Examples
1. Understands how culture reflects the values and outlooks of its people, such as status of women and elderly, practice of religions.	Students discuss with each other in the target language noticeable similarities and differences in perspectives, based on prior knowledge of products and practices.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmark 5.1 Advanced Low: The student shares skills or knowledge with school, community groups, and groups or individuals in target language countries.

Indicators	Instructional Examples
1. Uses language and understanding of culture in community events.	
2. Responds to information acquired from a variety of current authentic sources, i.e. music clips, newscasts, magazines, and newspapers.	



Standard 5.2 Communities – Exploration. The student becomes a life-long learner for personal enjoyment and enrichment.

K-12 Benchmark 5.2 Advanced Low: The student engages in extensive immersion-like interaction with target language and cultures.

Indicators	Instructional Examples
1. Maintains personal connections with the target culture through technology, media, and authentic sources.	Encourage ‘pen pal’ via email, chat room; participation with local conversation groups and culture clubs; listening to and sharing music, radio broadcasts, soap operas, movies; reading newspapers, magazines, books; travel to an area where the language is used.
2. Explores employment opportunities and study in which target language skills are used.	