

# WORLD LANGUAGE STANDARDS

## TOLLAND MIDDLE SCHOOL

### COMMUNICATION (INTERPERSONAL MODE)

- Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.
- Give and follow directions in order to travel from one location to another and ask questions for clarification.
- Acquire goods and/or services through basic negotiations and exchange of monies.
- Work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language
- Exchange thoughts about people, activities and events in their personal lives or communities.
- Find alternate methods of communication when they cannot express their intended message adequately.

### COMMUNICATION (INTERPRETIVE MODE)

- Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.
- Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
- Work individually to collect data on familiar topics from various print, digital and electronic resources.
- Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
- Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.
- Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.
- Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

### COMMUNICATION (PRESENTATIONAL MODE)

- Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.
- Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.
- Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.
- Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.
- Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.
- Prepare a diary of their daily activities and those of their families and friends in the target language.
- Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.

## CULTURES

- Identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance.
- Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance.
- Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.
- Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.
- Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.
- Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

## CONNECTIONS (INTERDISCIPLINARY MODE)

- Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.
- Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.
- Use new information and critical thinking gained through world language study to expand their personal knowledge.

## CONNECTIONS (INTRADISCIPLINARY MODE)

- Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.
- Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).
- Comparisons Among Languages
- Understand how idiomatic expressions affect communication and reflect culture.
- Access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.
- Use oral and written language to relate their own experiences and construct their own stories.
- Expand comprehension strategies to predict outcomes and make comparisons.
- Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

## COMPARISONS AMONG CULTURES

Compare and contrast art forms, such as music and songs across cultures.

- Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.
- Solicit their peers' opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.
- Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).
- Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.
- Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

## COMMUNITIES

- Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.
- Interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.
- Demonstrate their target language skills while involved in community activities, including community service activities.
- Review materials and/or media from the target language and culture for enjoyment.
- Use various media from the target language and culture for entertainment.
- Consult various sources in the target language to obtain information on topics of personal interest.
- Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.