

World Languages
French V, German V, Hebrew V, Spanish V

| Nat'l Stnd | St. Louis Park Outcomes | Common Assessments | Related Activities |
|-------------|--|--|--|
| 1.1 | Converse on a broad range of topics. | Teacher observation of extended discussions and debates Answers to questions about presentations, posed by class mates and teacher (use IB Rubric for Internal Assessment– Oral Component) | Interviews, debates, informal discussions, current events |
| 1.2 | Comprehend more complex spoken language, with some repetition | Listening comprehension assessments: Radio broadcasts, TV news broadcasts, Films, Teacher's spoken language | Songs – lyrics, stories, written questions, Podcasts |
| 1.2 | Comprehend more complex written language, with some repetition | Reading assessments: Newspaper articles, Current events, Excerpts from literary works Short stories Short historical readings News articles (on-line, newspapers, magazines) from countries of the target language | Historical events, literature, art, newspaper articles, journals |
| 1.3 | Use spoken language to communicate complex information to others, using appropriate cultural conventions. | Oral presentations | |
| 1.3 | Use written language to communicate complex information to others, using appropriate cultural conventions. | Creation of news article Detailed, in-depth essays and reports Letter writing – to the editor, to a business E-mails | Letter-writing note-taking, summarize biographical data and write opinion of a complex topic Process-writing, e-mails |
| 2.1, 4.2 | Identify cultural traditions and practices | Find and name examples of traditions and practices from a culture within written and spoken texts. Compare aspects of target culture with own or with other cultures | Current events in target language countries Voluntary and involuntary norms and legal practices. |

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| | | Name some prominent cultural norms and traditions | cultural taboos, rites of passage, idioms, vocal inflections, hand gestures |
| 2.2 | Identify and describe cultural products and places | Find and name examples of products and places from a culture within written and spoken texts. Name some prominent people, places, and products and describe their significance | Identify works of famous artists, places, landmarks, music, films, religious institutions |
| 3.1, 3.2 | Describe historical and current events in relation to geographical locations | Describe critical events Written tests Projects Summaries and discussions of current events | History, art, politics, economics, elections, geography |
| 4.1 | Explain how language develops in conjunction with culture and events | Give examples of: <ul style="list-style-type: none"> • major events that influenced vocabulary • cultural norms that influence language • norms that result from events • how language usage changes • how language usage varies among regions and countries | Technological impacts, EU influences, religion, political influences, historical events, listen to different dialects and identify them as different, cognates, word order and meaning |
| 5.1, 5.2 | Use the language and/or culture beyond the classroom setting | Participate in something of personal enjoyment and write a brief description Read a book, watch a movie, etc. | Cultural food, "El Puente", Culture Points |

National Standards for Foreign Language Learning:

Goal One: Communicate in Languages Other than English

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to listeners and readers on a variety of topics.

Goal Two: Gain Knowledge and Understanding of Other Cultures

- 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied
- 2.2 Students demonstrate an understanding of the relationship between the perspectives and products of the cultures studied.

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- Goal Three: Connect with Other Disciplines and Acquire Information
- 3.1 Students reinforce and further knowledge of other disciplines through the world language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.
- Goal Four: Develop Insight into the Nature of Language and Culture
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Goal Five: Participate in Multilingual Communities at Home and Around the World
- 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.