

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Revised Course of Study Information Page**

Course Title: Italian 1 (#431)	
Rationale: Offer alternative language options to high school students	
Course Description: Introduction to Italian language which includes grammatical structures and development of all four skills of communication: listening, speaking, reading, and writing. Class will use oral/aural approach to practice structural material. Students must actively participate at all times and complete daily homework assignments.	
Length of Course:	One Year or one term on 4x4
Grade Level:	9 - 12
Credit: 10 Units <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Request for UC "a-f" requirements <input checked="" type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	C or better in English
Department(s):	Foreign Language - Italian
District Sites:	All
Board of Trustees Adoption Date:	January 23, 2001
Textbook(s)/Instructional Materials:	Franca Celli Merlonghi, Ferdinando Merlonghi, Joseph A. Tursi, and Brian Rea O-Connor, <i>Oggi In Italia</i> , Houghton Mifflin, 1998
Date Adopted by the Board of Trustees:	May 8, 2001

**EL DORADO UNION HIGH SCHOOL DISTRICT**

Department: Foreign Language  
Course Title: Italian 1

Course Goals:	To fulfill Districts and State standards for Foreign Language in first year Italian Language Class.
Student Performance Objectives:	Students will demonstrate understanding of speaking, writing, reading, and cultural characteristics of the Italian Language.
Instructional Units:	See Attached

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

Course Title: Foreign Language – Level I (*Italian*)

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# EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Foreign Language  
Course Title: Italian 1

UNIT # 1: Explore personal interests and the world around us

GOAL:

OBJECTIVES	ACTIVITIES	STANDARD
The student will:		
<ul style="list-style-type: none"> <li>Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.</li> </ul>	Teacher models, verbally and physically, simple commands. Teacher gives verbal commands, student responds physically. Student give verbal command, class responds physically.	1
<ul style="list-style-type: none"> <li>Exchange essential information such as greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.</li> </ul>	Student pairs demonstrate how they greet people: close friends of the same or opposite sex, parents, grandparents, the school principal, a small child, a new student in school.	1
<ul style="list-style-type: none"> <li>Demonstrate comprehension of main ideas in developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.</li> </ul>	Students listen to taped interviews of native speakers discussing at what time they usually go to school, what they do after class and which classes they like. Students fill in a graphic organizer showing the speakers' class times, favorite post-class activities and preferred classes. Students will also listen to discussions on different regions and geography, what people do for vacation and entertainment, what people eat - using graphic organizers or brief written story.	2
<ul style="list-style-type: none"> <li>Identify people and objects in their environment or from other school subjects, based on oral and written description.</li> </ul>	Student draws a picture of the object that the teacher orally describes.	2
<ul style="list-style-type: none"> <li>Observe, identify, and/or discuss simple patterns of behavior or interaction in various settings such as the school, family, and community.</li> </ul>	Teacher describes the target culture's perception of the meaning of age in that culture's society and various rites of passage associated therewith.	4

OBJECTIVES	ACTIVITIES	STANDARD
<ul style="list-style-type: none"> <li>Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.</li> </ul>	<p>Student pairs present an oral dialog in which they show how people in the target culture physically and verbally greet, and take leave of, each other.</p>	4
<ul style="list-style-type: none"> <li>Discuss and/or participate in cultural activities such as games, songs, birthday, and holiday celebrations.</li> </ul>	<p>Teacher plays tape of target culture's traditional birthday song(s). Students learn the lyrics and practice singing when classmates celebrate birthdays. Students will research and present the activities and special celebrations in Italy: For Example IL Palio and Saint Day / also songs that are popular in Italy.</p>	4
<ul style="list-style-type: none"> <li>Identify and observe tangible products of the culture, such as toys, dress, types of dwelling, and foods.</li> </ul>	<p>Teacher prepares a typical lunch representative of the target culture. Students make a graphic organizer of the principal components of the meal. Students will examine the importance and predominance of the fashion industry and living spaces: What are their advantages and limitations compared to Californian Society.</p>	5
<ul style="list-style-type: none"> <li>Identify, experience, or read about expressive products of the culture, such as children's songs and types of artwork enjoyed or produced by their peer group in the cultures studied.</li> </ul>	<p>Students listen to popular music of teenagers of the target culture. Students note central theme that is reflective of that culture. Students will also discover the popularity of American icons, movies, English lyrics and bands: and examine why parts of our culture is popular in Italy. It might be nice to do "On-Line" communication of sorts with an Italian High School.</p>	5
<ul style="list-style-type: none"> <li>Students discuss themes, ideas, or perspectives of the culture.</li> </ul>	<p>Students view a video about the target culture: What it means to be an adult in that culture. Students will examine the passage and changes through the school and university system.</p>	5
<ul style="list-style-type: none"> <li>Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.</li> </ul>	<p>Students learn how to convert Fahrenheit temperature to Centigrade temperature. Students learn the names of different careers and learning disciplines: For Example, A person who drafts architectural plans is called "Un Geometro".</p>	6
<ul style="list-style-type: none"> <li>Cite and use examples of words that are borrowed in the language they are learning and their own, and pose guesses as to why languages in general might need to borrow words.</li> </ul>	<p>Students brainstorm in sixty seconds as many words in English that we have borrowed from the target language. Students read over a list of words which have the same meaning and are almost spelled alike: In pair practice the proper pronunciation of the words based on the Italian alphabet.</p>	8

OBJECTIVES	ACTIVITIES	STANDARD
<ul style="list-style-type: none"> <li>Realize that cognates enhance comprehension of spoken and written language and demonstrate their awareness by identifying commonly occurring cognates in the language they are learning.</li> </ul>	<p>Students look through target language magazines or internet sites. Students write down as many target language/English cognates as they can encounter in twenty seconds.</p>	8
<ul style="list-style-type: none"> <li>Demonstrate an awareness of formal and informal forms of language in greetings and leave takings and try out expressions of politeness in other languages as well as their own.</li> </ul>	<p>Teacher role plays a dialog between an older and a younger person. Teacher discusses differences in how a young person addresses an older person and how an older person addresses a younger person.</p>	8
<ul style="list-style-type: none"> <li>Recognize differences and similarities between the sound and writing systems of their own language and the language being learned, and demonstrate critical sound distinctions that must be mastered in order to communicate meaning.</li> </ul>	<p>Students practice saying tongue twisters to reinforce correct vowel sounds. Student will also listen/view radio and television news broadcasts, shows, commercials, etc.</p>	8
<ul style="list-style-type: none"> <li>Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.</li> </ul>	<p>Videotape students around campus greeting each other. Compare and contrast how similarly aged students would greet each other in the target culture.</p>	9
<ul style="list-style-type: none"> <li>Demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.</li> </ul>	<p>Using the same videotape students note behavior in our own culture when greeting each other. Students list steps we take during an appropriate greeting in our own culture.</p>	9
<ul style="list-style-type: none"> <li>Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.</li> </ul>	<p>Students view a video about celebrating the new year in the target culture or an on-line search, and note how that culture's system of beliefs is reflected in the activities they choose to celebrate the new year, and how those beliefs and activities differ from their own. Again "on-Line" communication with an Italian school on these issues.</p>	9

OBJECTIVES	ACTIVITIES	STANDARD
<ul style="list-style-type: none"> <li>Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.</li> </ul>	<p>Class celebrates a mock new year's party from the target culture utilizing specific products inherent to that culture's mode of practices for that holiday. Lets do a mock medieval cultural practice based on the Palio of Siena.</p>	9
<ul style="list-style-type: none"> <li>Read materials and/or use media from the language and culture for enjoyment.</li> </ul>	<p>Students read comic books from the target culture. Watch an Italian film.</p>	11
<ul style="list-style-type: none"> <li>Play sports or games from the culture.</li> </ul>	<p>Multimedia project on sports and entertainments that are popular in Italy.</p>	11
<ul style="list-style-type: none"> <li>Attend or view cultural events and social activities.</li> </ul>	<p>Class will attend a performance of the National Theater of the Performing Arts, respective to the target language.</p>	11
<ul style="list-style-type: none"> <li>Listen to music, sing songs, or play musical instruments from the target culture.</li> </ul>	<p>Class will watch a popular music video from the target culture. Class will examine lyrics of popular "pop" songs in Italy.</p>	11
<ul style="list-style-type: none"> <li>Compare and contrast a variety of career options in which the use of languages other than English is critical.</li> </ul>	<p>Students go to the Career Center or Internet, or E-Mail/On-Line Interviews, and research careers that require knowledge of a language other than English.</p>	12

# EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Foreign Language  
Course Title: Italian 1

UNIT # 2: Request and give information through interaction

GOAL:

OBJECTIVES	ACTIVITIES	STANDARD
The student will:		
<ul style="list-style-type: none"> <li>• Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, e-mail, audio, or video tapes.</li> </ul>	Students write and answer letters to and from pen pals/e-mail pals in other classes.	1
<ul style="list-style-type: none"> <li>• Exchange descriptions of people and tangible products of the culture such as toys, dress, types of dwellings, and foods with each other and members of the class.</li> </ul>	Students prepare, describe, and answer questions about typical foods from the target culture.	1
<ul style="list-style-type: none"> <li>• Exchange essential information such as greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.</li> </ul>	Students use the target language to request information from the teacher to satisfy their classroom needs, such as page number, homework information, permission to use the restroom, etc.	1
<ul style="list-style-type: none"> <li>• Write or tell about products and/or practices of their own culture to peers in the target culture.</li> </ul>	Students participate in an pen pal/e-mail program in which they correspond with peers in the target culture.	3
<ul style="list-style-type: none"> <li>• Discuss and/or participate in cultural activities such as games, songs, birthday and holiday celebrations.</li> </ul>	Students prepare a mock celebration of a typical Christmas season practice or carnival within the target culture.	4
<ul style="list-style-type: none"> <li>• Identify and observe tangible products of the culture, such as toys, dress, types of dwelling, and foods.</li> </ul>	Students view slides showing various types of architectural design in the target culture. Students create a multimedia, website, or PowerPoint presentation with links to various on-line sources.	5
<ul style="list-style-type: none"> <li>• Identify, experience, or read about expressive products of the culture, such as children's songs, and types of artwork enjoyed or produced by their peer group in the cultures studied.</li> </ul>	Students go on field trip to Crocker Art Museum to view samples of artwork from the target culture. Field trip to Legion of Honor in San Francisco and a trip to North Beach. Student will view slides on Italian art history past/contemporary.	5



OBJECTIVES	ACTIVITIES	STANDARD
<ul style="list-style-type: none"> <li>Students discuss themes, ideas, or perspectives of the culture.</li> </ul>	Students discuss applications of the target culture's view of the elderly. Students discuss vacations, entertainment, political parties, religion.	5
<ul style="list-style-type: none"> <li>Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.</li> </ul>	Students use the target language to discuss seasons and weather changes from the Northern Hemisphere to the Southern Hemisphere. Talk about the different climate zones in Italy.	6
<ul style="list-style-type: none"> <li>Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.</li> </ul>	Students view videotape of native speakers and discuss examples of gestures from the target culture used as a means to communicate.	9
<ul style="list-style-type: none"> <li>Demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.</li> </ul>	Students brainstorm gestures from their own culture to compare with those of the target culture. Brainstorm daily activities and compare.	9
<ul style="list-style-type: none"> <li>Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.</li> </ul>	Students compare daily work/school schedules of the target culture and their own culture. Do same with holidays and celebrations.	9
<ul style="list-style-type: none"> <li>Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.</li> </ul>	Students compare programming for television in both cultures.	9
<ul style="list-style-type: none"> <li>Use the language to create imaginary situations.</li> </ul>	Students role play a situation: being introduced to your new host family.	10
<ul style="list-style-type: none"> <li>Read materials and/or use media from the language and culture for enjoyment.</li> </ul>	Students read tourist guides published in the target culture.	11
<ul style="list-style-type: none"> <li>Exchange information about topics of personal interest.</li> </ul>	Using the target language, students design a PowerPoint describing their favorite activities.	11
<ul style="list-style-type: none"> <li>Plan real or imaginary travel.</li> </ul>	Students design a map of an imaginary town and tell where they are going on Saturday. Student may also plan a trip to Italy and discuss places they may want to see.	11

OBJECTIVES	ACTIVITIES	STANDARD
<ul style="list-style-type: none"><li>Compare and contrast a variety of career options in which the use of languages other than English is critical.</li></ul>	Students report on several careers that require the use of a second language.	12

# EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Foreign Language  
Course Title: Italian 1

**UNIT # 3:** Express feelings and opinions

**GOAL:**

OBJECTIVE	ACTIVITIES	STANDARD
The student will:		
<ul style="list-style-type: none"> <li>• Share likes and dislikes with each other and the class.</li> </ul>	Students converse in pairs or groups saying which places they like to visit with their families, which they prefer to go to with friends, and which they do not like. They may also do this on a closed "chat" room.	1
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.</li> </ul>	Students write a schedule for their weekend activities, including the times for each day. Each student compares his schedule with a partner's and comments on similarities and differences.	2
<ul style="list-style-type: none"> <li>• Prepare illustrated stories about activities or events in their environment and share with an audience such as the class.</li> </ul>	Students prepare a collage about how members of their family are preparing to go to a party. Students share their work using the target language, or do a similar multimedia project.	3
<ul style="list-style-type: none"> <li>• Write or tell about products and/or practices of their own culture to peers in the target culture.</li> </ul>	Students describe their breakfast regime to their e-mail pals.	3
<ul style="list-style-type: none"> <li>• Discuss and/or participate in cultural activities such as games, songs, birthday and holiday celebrations.</li> </ul>	Students will learn a dance from the target culture, or maybe a christening, catechism or graduation.	4
<ul style="list-style-type: none"> <li>• Identify and observe tangible products of the culture, such as toys, dress, types of dwelling, and foods.</li> </ul>	Students research and report on typical foods in the target culture for each daily meal.	5
<ul style="list-style-type: none"> <li>• Identify, experience, or read about expressive products of the culture, such as children's songs and types of artwork enjoyed or produced by their peer group in the cultures studied.</li> </ul>	Students examine the design of currency from the target culture.	5

OBJECTIVE	ACTIVITIES	STANDARD
<ul style="list-style-type: none"> <li>Discuss themes, ideas, or perspectives of the culture.</li> </ul>	<p>Students discuss school dress codes of the target culture.</p> <ul style="list-style-type: none"> <li>a. Student research and discuss how sports teams and organizations differ between here and there.</li> <li>b. Student research and discuss membership in various political, social or church organizations.</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.</li> </ul>	<p>Students make illustrated charts showing the food pyramid and how the target culture's typical daily meals fit therein.</p>	6
<ul style="list-style-type: none"> <li>Read, listen to, and talk about age-appropriate school content, folk tales, short stories, poems, and songs written for native speakers of the target language.</li> </ul>	<p>Students analyze the lyrics of a song or story to determine how the lyrics reflect a perspective of the culture.</p>	7
<ul style="list-style-type: none"> <li>Demonstrate an awareness that there are varieties of ways to express ideas both in their own language and the language being learned.</li> </ul>	<p>As a small group and using English, students brainstorm a variety of ways to communicate a preference for something (e.g., "I like pears; I prefer pears; I love pears."). Then repeat in the target language.</p>	8
<ul style="list-style-type: none"> <li>Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.</li> </ul>	<p>Students use verbal and nonverbal behaviors to express preferences in both the target and their own cultures.</p>	9
<ul style="list-style-type: none"> <li>Demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.</li> </ul>	<p>Students compare gift-giving practices in the target culture and their own.</p>	9
<ul style="list-style-type: none"> <li>Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.</li> </ul>	<p>Students analyze appropriate dress for given activities for both cultures.</p>	9
<ul style="list-style-type: none"> <li>Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.</li> </ul>	<p>Students analyze examples of fashions from the target culture.</p>	9
<ul style="list-style-type: none"> <li>Write and illustrate stories to present to others.</li> </ul>	<p>Students analyze examples of fashions from the target culture.</p>	10

OBJECTIVE	ACTIVITIES	STANDARD
<ul style="list-style-type: none"> <li>• Read materials and/or use media from the language and culture for enjoyment.</li> </ul>	Read fashion and/or sports magazines from the target culture.	11
<ul style="list-style-type: none"> <li>• Exchange information about topics of personal interest.</li> </ul>	Students describe how male and female students should dress for school.	11
<ul style="list-style-type: none"> <li>• Plan real or imaginary travel.</li> </ul>	Students narrate a videotape showing how to get to their favorite clothing store.	11
<ul style="list-style-type: none"> <li>• Compare and contrast a variety of career options in which the use of languages other than English is critical.</li> </ul>	After identifying which careers require knowledge of a language other than English, students express opinions and feelings about careers they might like to pursue.	12

# EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Foreign Language  
Course Title: Italian 1

UNIT # 4: Explain Choices

GOAL:

OBJECTIVES	ACTIVITIES	STANDARD
The student will:		
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of the principal message contained in various media such as illustrated texts, posters, or advertisements.</li> </ul>	Students read greeting cards in the target language and translate them to English.	2
<ul style="list-style-type: none"> <li>• Tell or retell stories orally or in writing.</li> </ul>	Students orally tell their classmates what activities they did last weekend.	3
<ul style="list-style-type: none"> <li>• Discuss and/or participate in cultural activities such as games, songs, birthday and holiday celebrations.</li> </ul>	Students discuss the concept of “party” as it relates to the target culture.	4
<ul style="list-style-type: none"> <li>• Identify and observe tangible products of the culture, such as toys, dress, types of dwelling, and foods.</li> </ul>	Students list and illustrate the food, clothing, and other items that would be part of a “party” in the target culture.	5
<ul style="list-style-type: none"> <li>• Identify, experience, or read about expressive products of the culture, such as children’s songs and types of artwork enjoyed or produced by their peer group in the cultures studies.</li> </ul>	Students read an invitation to a party written in the target language.	5
<ul style="list-style-type: none"> <li>• Discuss themes, ideas, or perspectives of the culture.</li> </ul>	Students discuss the food, clothing, and other items that would be part of a “party” in the target culture.	5
<ul style="list-style-type: none"> <li>• Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.</li> </ul>	Students make and present in the target language a metric conversion chart for weights and measures.	6
<ul style="list-style-type: none"> <li>• Read, listen to, and talk about age-appropriate school content, folk tales, short stories, poems, and songs written for native speakers of the target language.</li> </ul>	Students listen to a folk tale from the target language. In small groups, students read it and illustrate it.	7

OBJECTIVES	ACTIVITIES	STANDARD
<ul style="list-style-type: none"> <li>Aware of the existence of idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.</li> </ul>	<p>Students brainstorm English idiomatic expressions. Teacher presents some target language idiomatic expressions, and discusses usage of these expressions.</p>	8
<ul style="list-style-type: none"> <li>Demonstrate an awareness that there are varieties of ways to express ideas both in their own language and the language being learned.</li> </ul>	<p>Teacher presents a single verb usage from the target language and shows how we can interpret it in a variety of ways in English.</p>	8
<ul style="list-style-type: none"> <li>Contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.</li> </ul>	<p>Teacher presents culturally appropriate means of getting a waiter's attention in a restaurant in the target culture.</p>	9
<ul style="list-style-type: none"> <li>Demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.</li> </ul>	<p>Students describe culturally appropriate means of getting a waiter's attention in a restaurant in their own culture. Students describe how they should interact with sales people and restaurant people. Discuss gratuities.</p>	9
<ul style="list-style-type: none"> <li>Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.</li> </ul>	<p>Students make guesses about why the target culture organizes its activities (work, school hours, meals, etc.) During the day in the way they do.</p>	9
<ul style="list-style-type: none"> <li>Hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.</li> </ul>	<p>Students make guesses about why the target language uses different animal sounds in children's songs than in their own children's songs.</p>	9
<ul style="list-style-type: none"> <li>Identify professions which require proficiency in another language.</li> </ul>	<p>Students role play a situation where a person in a profession must communicate with a person who does not speak the target language.</p>	10
<ul style="list-style-type: none"> <li>Present information about the language and culture to others.</li> </ul>	<p>Students share role plays with other target language classes.</p>	10
<ul style="list-style-type: none"> <li>Read materials and/or use media from the language and culture for enjoyment.</li> </ul>	<p>Students view commercials from the target language.</p>	11
<ul style="list-style-type: none"> <li>Plan real or imaginary travel.</li> </ul>	<p>Students present role plays traveling to a restaurant in the target culture.</p>	11

OBJECTIVES	ACTIVITIES	STANDARD
<ul style="list-style-type: none"><li>Compare and contrast a variety of career options in which the use of languages other than English is critical.</li></ul>	Students select a career that requires a second language and explain why this career attracts them.	12



## STANDARDS FOR LEVEL I COURSE OF STUDY

- Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 7: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.
- Standard 8: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.
- Standard 9: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.
- Standard 10: Students use the language both within and beyond the school setting.
- Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
- Standard 12: Students engage in the activities which prepare them to use the target language to achieve career goals.