

CONTENT STANDARD 9: Communities

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

K-2	3-4	5-6	7-8	9-10	11-12
<p><i>School and Community</i></p> <p>9.K-2. Introduce themselves in the target language to native – speaker peers in their school and community.</p> <p>9.K-2. Recognize local neighborhoods where the language is spoken (through sister school field trips, pen-pals, photographs, etc.)</p> <p>9.K-2. Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)</p> <p>9.K-2. Interact/work/play through school project (e.g., Sister Schools, Multicultural grant, etc.) with children/adults from target culture(s).</p> <p>9.K-2. Celebrate with children from community where target language is spoken (e.g., dance performance, art display etc.)</p> <p><i>Personal Enrichment</i></p> <p>9.K-2. Look at pictures/read simple text in authentic story book and/or picture dictionary.</p> <p>9.K-2. Listen to/sing/recite songs and nursery rhymes from target culture(s).</p> <p>9.K-2. Attend multicultural/international four with parents/friends and will participate in activities such as making crafts, dance, eating, etc.</p>	<p><i>School and Community</i></p> <p>9.3-4. Imitate communication in the target with native-speaking peers of the target culture (e.g., Sister School exchange, pen pals with videotaping, etc.)</p> <p>9.3-4. Visit local establishments/ social clubs owned and managed by native speakers.</p> <p>9.3-4. Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)</p> <p>9.3-4. Use community resources to explore target cultures</p> <p>9.3-4. Write to embassies/ consulates/cultural centers of target culture/countries and request cultural materials.</p> <p><i>Personal Enrichment</i></p> <p>9.3-4. Attend/participant activity in target culture festival.</p> <p>9.3-4. Attend children’s movie/theater/sports event delivered in target language with customs from target culture.</p>	<p><i>School and Community</i></p> <p>9.5-6. Identify and describe professions in the US which require proficiency in the target language studied.</p> <p>9.5-6. Develop an interview questionnaire/interview a native-speaker (preferably close to same age) in the target language.</p> <p>9.5-6. Plan an imaginary trip to a country of the language that includes itinerary, budget, transportation, etc.</p> <p>9.5-6. Use the country’s currency on the imaginary trip.</p> <p>9.5-6. Perform a story/play TV program in the target language to be presented to the community.</p> <p>9.5-6. Design/prepare thematic bulletin board/showcase display of an aspect of target language (e.g., dolls, postcards, musical instruments, etc.)</p> <p>9.5-6. Prepare article for school newspaper in target language about cultural aspects of target countries.</p> <p>9.5-6. Exchange information about school, town and state with foreign pen pals or pen pals from Sister School in state where target language is spoken.</p> <p>9.5-6. Take on identity of famous native speaker and present to class.</p>	<p><i>School and Community</i></p> <p>9.7-8. Observe, take notes, and write a summary of an interview with a speaker of the target language.</p> <p><i>Personal Enrichment</i></p> <p>9.7-8. Compare cost of previous year’s imaginary travel to cost of same travel in current year.</p> <p>9.7-8. Exchange information with foreign pen-pal on topics of personal interest, community interests, and world concerns.</p> <p>9.7-8. Participate in a language immersion experience (e.g., language, camp, travel).</p> <p><i>School and Community</i></p> <p>9.7-8. Establish and maintain communication with peers in the target culture.</p> <p><i>Personal Enrichment</i></p> <p>9.7-8. Watch and listen to TV or radio broadcasts in the language studied.</p> <p>9.7-8. Attend at least two plays, concerts, or cultural celebrations.</p>	<p><i>School and Community</i></p> <p>9.9-10. Write to international corporations requesting information on job qualifications that include a second language.</p> <p>9.9-10. Compile a list of local part-time positions that have a need for proficiency in the target language.</p> <p>9.9-10. Re-enact famous target culture tales and stories for younger students.</p> <p><i>Personal Enrichment</i></p> <p>9.9-10. Write or give a review of a cultural event/performance attended.</p> <p>9.9-10. Explore international shopping market on the Internet.</p> <p>9.9-10. Explore opportunities to live and study in a target language culture.</p> <p><i>School and Community</i></p> <p>9.9-10. Use target language to request information about employment and career opportunities for bilingual speakers.</p> <p>9.9-10. Read and discuss articles in the target language on the global market</p> <p>9.9-10. Host a native speaker of the target language</p> <p>9.9-10. Exhibit familiarity with stock and bond markets of the target country.</p> <p>9.9-10. Teach some of the target language to peers or younger children.</p> <p>9.9-10. Familiarize native speaker of the</p>	<p><i>School and Community</i></p> <p>9.11-12. Develop a resume in the target language studied.</p> <p>9.11-12. Gather statistics on import/export of U.S. products and products from countries of the language studied.</p> <p>9.11-12. Analyze potential stock or bond investments.</p> <p>9.11-12. Familiarize a native-speaker of the target language with the community at large.</p> <p><i>Personal Enrichment</i></p> <p>9.11-12. Create a portfolio showing involvement in at least 20 leisure activities where the language studied was heard, read, or spoken by the student.</p> <p>9.11-12. Continue exploring an area of interest on the Internet (chat lines, etc.).</p> <p>9.11-12. Bookmark Internet sources in area of interest.</p> <p><i>School and Community</i></p> <p>9.11-12. Write a cover letter and resume in the target language and mail them to possible employers.</p> <p>9.11-12. Post resume on international Internet.</p> <p>9.11-12. Analyze the impact of statistics gathered relative to the global economy.</p> <p>9.11-12. “Chat” on the Internet.</p> <p>9.11-12. Do volunteer work in the community using the target language.</p> <p><i>Personal Enrichment</i></p>

		<p><i>Personal Enrichment</i></p> <p>9.5-6. Collect and read advertisements of products/video clips from target language/culture(s).</p> <p>9.5-6. Explore cultural components of the Internet.</p> <p>9.5-6. Go with family to ethnic restaurants with menus in target language and speak to waiter in target language.</p> <p>9.5-6. Travel (true or vicarious trip) with family on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display</p>		<p>target language with the school community in the target language.</p> <p><i>Personal Enrichment</i></p> <p>9.9-10. Create a portfolio showing involvement in at least 10 leisure activities where the target language was heard/ read/spoken by the student.</p> <p>9.9-10. Explore an area of interest on the Internet.</p>	<p>9.11-12. Create a portfolio showing involvement in at least 25 leisure activities where the language studied was heard, read and spoken by the student.</p> <p>9.11-12. Create a web page in the target language for the school's web site.</p>
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