



IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

WORLD LANGUAGE

Hallo!

Ciao!

Hi!

Hola!

Salut!



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COMMUNICATION

Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.

Enduring Understanding: Communication and collaboration in more than one language is vital for success in an interconnected world.

Essential Question(s)?

What is the purpose of language?

What do humans do with language and to what end?

How does an increasingly interconnected world impact language learning?

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| <p>Interpersonal communication COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.</p> | <p>Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions</p> |
| <p>Interpretive communication COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.</p> | <p>Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> |
| <p>Presentational communication COMM 3: Utilize appropriate media to present an idea to an audience</p> | <p>Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.</p> <p>Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.</p> |

CULTURES

Interact with cultural competence and understanding in an interconnected world.

Enduring Understanding: The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures' perspectives is critical in the development of global competence.

Essential Question(s):

- How do a variety of cultures impact our daily lives?
- Why is cultural sensitivity an important part of gaining global competence?
- What is their perspective?
- How does their perspective influence what people do/create?

Relating cultural practices to perspective

Standard CLTR 1: Investigate, explain and reflect on the relationship between the **practices** and perspectives of the cultures studied in the target language.

Objective: CLTR 1.1

Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.

Objective: CLTR 1.2

Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

Objective: CLTR 1.3

Function appropriately in diverse contexts within the target culture.

Relating cultural products to perspective

Standard CLTR 2: Investigate, explain and reflect on the relationship between the **products** and perspectives of the cultures studied in the target language.

Objective: CLTR 2.1

Analyze the significance of a product (art, music, literature, etc...) in a target culture.

Objective: CLTR 2.2

Describe the connections of products from the target culture with the practices and perspectives of the culture.

Objective: CLTR 2.3

Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.

CONNECTIONS

Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Enduring Understanding: Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content knowledge of those disciplines and develops critical thinking/problem solving skills.

Essential Question(s):

What role does language learning play in the educational experience of students?

How does connecting to other disciplines make students well-informed global citizens?

How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

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| <p>Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.</p> | <p>Objective: CONN 1.1 Compare and contrast information acquired from other content areas.</p> |
| | <p>Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.</p> |
| <p>Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p> | <p>Objective: CONN 2.1 Access authentic materials prepared in the target language by or for native speakers.</p> |
| | <p>Objective: CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers</p> |
| | <p>Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.</p> |

COMPARISONS

Develop insight and understanding of target culture and language in order to interact with cultural competence.

Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

Essential Question(s):

How does the target language differ from the learner's first language?

How do the target culture's perspectives compare to the learner's perspective?

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| <p>Language Comparisons Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> | <p>Objective: COMP 1.1 Observe formal and informal forms of language.</p> |
| | <p>Objective: COMP 1.2 Identify patterns and explain discrepancies the sounds and the writing system in the target language.</p> |
| | <p>Objective: COMP 1.3 Compare and analyze idiomatic expressions in the target language.</p> |
| <p>Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.</p> | <p>Objective: COMP 2.1 Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.</p> |
| | <p>Objective: COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.</p> |
| | <p>Objective: COMP 2.3 Compare and contrast authentic materials from the target culture with the learner's culture.</p> |

COMMUNITIES

Communicate and interact with cultural competence in multilingual communities at home and around the world.

Enduring Understanding: The increasing interconnectedness of the world's economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.

Essential Question(s):

How are language proficiency and cultural competence developed?

How do continued opportunities to learn and use language increase language proficiency over a period of time?

What personal benefits are there to becoming a lifelong language learner?

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| <p>School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.</p> | <p>Objective: COMT 1.1 Participate in multilingual communities at home and around the world.</p> |
| | <p>Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.</p> |
| | <p>Objective: COMT 1.3 Utilize knowledge of the target language to tutor English language learners that know the target language.</p> |
| <p>Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.</p> | <p>Objective: COMT 2.1 Interpret materials and/or use media from the language and culture for enjoyment.</p> |
| | <p>Objective: COMT 2.2 Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.</p> |