**Year 3**

(S=speaking, L=listening, R=reading, W=writing)

Content Standards

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| Communication II Created | Communication III Paragraph |
|  | 3.1.b  Stereotypes (cultural differences, regional differences)  (L, R, S, W) |
| 3.1.c  Animals and their habitats  (R, S,W)  2.1.f  Climate zones (desert, arctic, temperate, tropical, tundra)  (R, S, W)  Communication 1.4 | 3.1.b Historical and cultural figures--look at primary sources; more complex  (R, W)  Communication 2.0, 3.0 (depending on language)   Interpretation 2.2, 3.2 |
| 3.1.d  Community issues and current events in our local area and current events in the region/countries of language users.  News reports and newspapers.  (Mandarin/Japanese:  Sentence-level communications about current events 2.1, communication 1.5) | 3.1.d  Community issues and current events  What is affecting our community of language users.  News reports and newspapers. |
|  | 2.1.e. Holiday customs and transition points in life (wedding, graduation, funeral, birthday)  (L, S, R, W) |
| 3.1.g  Media, internet, television, radio, film  Communication 3.0-3.6  Stages 1, 2, 3 depending on language | |
| 2.1.h. Transportation, lodging, itineraries, geographic features and landmarks  (Giving directions using landmarks instead of just streets)  (L, S, R, W) | |
| 3.1.j  Significant historical events  Communication Stages 1-4 depending on language | |
| 3.1.k  Careers and future plans  Project: research a college or university or career you are interested in and present to class  (Communication Stages 1-4 depending on language) | |
| 2.1.l Cuisine and recipes (Make shopping list, explain recipes and how to cook them)    Cultures 3.2 Compare and contrast | |
| 3.1.o   Effects of technology on the modern world  Facebook stalking | |

**Focused Learning Targets--Level 3**

**Written Communication:**

\_\_\_\_\_I can write a sentence that contains targeted grammar and vocabulary.

\_\_\_\_\_I can write a paragraph with 5 complex sentences minimum for level 1 and 2 languages

\_\_\_\_\_For immersion, I can write a paragraph which should be at least 5-7 complex sentences in essays.

**Content Standards:**

**3.1.b.**  Stereotypes

\_\_\_\_\_I can define the term “stereotype” in the target language. (S,W)

Given a written prompt or picture, I can identify, discuss, in reading, speaking and/or writing the cultural stereotype. (R,S,W)

I can compare and contrast national differences among speakers of the same language with regards to food, geography, music, mass media, regional language. (W)

**3.1.c.** Animals and their habitats

\_\_\_\_\_I can describe in oral and/or written form the native habitat of domesticated and wild animals in terms of climate and political geography. (R, S, W)

**2.1.f.** Climate zones

\_\_\_\_\_I can name, locate, and describe the principal climatic characteristics of a climate zone found in a country where the target language is spoken. (R, S, W)

**3.1 b.** Historical figures

\_\_\_\_\_I can read and listen to primary source materials about historical figures and answer questions about their significance in the target culture, both orally and in writing. (R, W, L, S)

**3.1 d.** Current events and community issues

\_\_\_\_\_I can listen to a newscast in the target language and orally and/or in writing report a synopsis in the target language. (L, S, W)

**2.1.e.** Holidays (Holiday customs, transition points)

\_\_\_\_\_I can identify and name, in speaking and/or writing, pictures of celebrations, holidays, and rites of passage and discuss their importance to the legacy of the target culture. (S)

I can read and/or listen to paragraph-length descriptions of different celebrations, such as birthday parties, anniversaries, and funerals, and compare and contrast them, both written and orally, with those of my own culture.  (R, L, W, S)

**3.1.g.**  Media, internet, television, radio, film

\_\_\_\_\_I can describe the primary roles and job descriptions of theater, television and film industries in oral or written form using sentences with targeted grammar and vocabulary. (S, W)

\_\_\_\_\_After reading primary sources, I can describe the important media figures, both past and present. (S, W)

\_\_\_\_\_After reading or watching a primary source, I can compare and contrast commonalities and differences among roles, figures and themes found in different types of media in the target language as compared to my own culture. (S, W)

**2.1.h**. Transportation, lodging, itineraries, geographic features and landmarks

(Giving directions using landmarks instead of just streets)  (L, S, R, W)

\_\_\_\_\_I can plan and report in an oral and/or written form a virtual post graduation trip for a two month period and present the itinerary, the landmarks, key tourist sites and activities, the lodging, the transportation and clothing needed for the different places that I will visit where they speak the target language.

**3.1.j.**  Significant historical events

\_\_\_\_\_Using primary sources, I can identify, describe, and answer questions about significant historical events and their key points in oral or written form. (R, W, S)

**3.1.k**  Careers and future plans

\_\_\_\_\_I can research a college or university or career that I am interested in attending and present results to the class. (R, S)

\_\_\_\_\_I can research a range of careers and present results to the class in the target language. (R, S)

**2.1.l.**  Cuisine and recipes

\_\_\_\_\_I can explain recipes and how to cook them using correct command forms of the target language. (S)

**3.1.o**   Effects of technology on the modern world

\_\_\_\_\_I can read a recent article about the effects of technology on the modern world and respond to comprehension questions in oral or written form.  (L, S, R, W)

\_\_\_\_\_I can research the applicability of technology to my future and report on results to the class. (L, S, R, W)