

Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Culture	<p>Relating Cultural Practices to Perspectives</p> <p>use appropriate gestures and oral expressions in social interactions; identify authentic or simulated age-appropriate cultural activities; use words and phrases to describe what people from the target culture are doing in texts or visual media; list practices and ask simple questions after viewing media about everyday life; identify characteristics of culturally specific events; and in HS simulate age-appropriate practices from the target culture; identify cultural practices from authentic materials</p>	<p>examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture; identify and begin to use both formal and informal methods to interact with peers and adults; observe or identify a variety of authentic or simulated age-appropriate cultural activities as relate to the 6 AP themes (e.g., games, sports, or entertainment, holidays, politics, economy); investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied; and in HS identify and analyze cultural practices using authentic materials; simulate culturally appropriate community interactions; interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior; begin to adjust language and message to acknowledge audiences with different cultural backgrounds</p>	<p>simulate culturally appropriate behaviors in a variety of settings, authentic or simulated, pertaining to the target culture; use language and message appropriately for the intended audience; make inferences about cultural perspectives, based on associated practices.</p>
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Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

	<p>Relating Cultural Products to Perspectives</p> <p>identify tangible and intangible products of the target culture and their purpose; determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture; and in HS identify the author and country of origin of short poems, stories, and plays from the target culture; provide simple reasons for the role and importance of products from the target culture</p>	<p>identify and investigate the function of products of the target culture; explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today; and in HS identify and analyze cultural products found in literature, news stories, and films from the target culture</p>	<p>describe how some cultural products have changed or disappeared over time; identify, research, and analyze the role and importance of tangible and intangible products from the target culture; use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture; connect products to associated practices and give evidence-based cultural insights about the target culture; identify and analyze the role and importance of cultural products found in literature, news stories, and/or film.</p>
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C3.1 Build, reinforce, and expand knowledge of the other content areas while using the target language to develop critical thinking and to solve problems creatively.

Connections	<p>Making Connections</p> <p>identify the target countries on a map; identify items on charts or visuals used as instructional materials in other content areas, such as math, science, the arts, and social studies; read or listen to stories from the target culture and compare them to familiar stories from the same genre; use technology and resources introduced in other content areas to explore authentic resources in the target language; and in HS identify the various systems used throughout the target countries and in one's own in order to compare and understand</p>	<p>identify and locate the target countries and their geographic features on a map; and in HS relate topics from other content areas to the target culture; explain and sequence the significant events that shaped the identity of the target countries; compare attitudes and reactions regarding current events of global importance; contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own</p>	<p>give and defend one's opinion of text/ media from the target countries; examine different forms of government to compare how leaders in target language countries are chosen or elected; research a historically significant innovation or invention, and explain its impact on the target countries.</p>
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Conn	C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.			
	Acquiring Information and Diverse Perspectives	<p>identify the content areas and expand on vocabulary for each; and in HS interpret information from infographics; use media from the target culture to increase knowledge of topics from other content areas; identify the main idea of current events reported in news from the target culture</p>	<p>use age-appropriate authentic sources to prepare presentations on familiar topics and in HS describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States; explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture; compare preferences related to all 6 AP themes including daily life of the local community to those of the target culture; compare the perspective of local advertisements with advertisements of the target culture</p>	<p>research and analyze an issue of global importance from the perspective of the target countries; examine literature or artwork from the target culture from a historical perspective and explain the importance of the work to the target culture</p>
Comparisons	C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the target language and one's own.			
	Language Comparisons	<p>recognize and use words that are similar in the target language and one's own language, and predict the reasons for borrowing such words; identify idioms and their functions in one's own language and target language; compare formal and informal speech in one's own and target language; compare and contrast the sounds and writing systems of one's own language with the target language; and in HS identify features of language specific to the target language that may not exist in one's own language; compare word order between one's own and the target language</p>	<p>identify expressions that communicate respect and status in one's own and the target language; determine words in one's own and target language that have no direct translation (idiomatic expressions; continue to use and reflect on different tenses or moods in the target language and one's own language; and in HS predict language origins based on awareness of cognates and linguistic similarities; investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time</p>	<p>compare linguistic elements that allow expression of time frames (i.e., past, present, and future); analyze linguistic features and hypothesize how they may or may not reflect the ways in which cultures organize information and view the world</p>
	C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.			
	Cultural Comparisons	<p>contrast tangible and intangible products of the target culture to one's own; compare simple patterns of behavior or interaction in various cultural settings; compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture; and in HS compare products from the target culture and one's own; contrast daily life, celebrations, and communities from the target culture and one's own</p>	<p>discuss products' origins and importance by comparing products in one's own and the target culture; explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture; compare and contrast the role and importance of family in one's own and the target culture; and in HS juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture; compare and contrast career choices and preparation in one's own and the target culture; explore entertainment and leisure options in one's own and the target culture</p>	<p>discuss the value placed on resources in one's own and the target culture; explain attitudes toward health and wellness in one's own and the target culture; compare and contrast the importance placed on individual needs versus community/global needs in one's own and the target culture; draw conclusions about the impact of technology use in one's own and the target culture; compare and contrast political systems in one's own and the target culture</p>

C5.1 Use language to interact both within and beyond the classroom.				
Communities	School and Global Communities	<p>identify places in the community where the target language is spoken; research opportunities for participation in school, community or language competitions; access speakers of the language either in person or using technology; and in HS explore professions that require proficiency in another language</p>	<p>interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers); and in HS research the use of the target language in various fields of work in today's world; explore real-world opportunities to connect with the target language community</p>	<p>discuss how to create a product (e.g., local maps, brochures, health bulletins, school announcements) in the target language for native consumers; research opportunities to provide a service to the community utilizing the target language (e.g., interpreting the target language at a community event or clinic, create local maps, brochures, or school/community announcements)</p>
	C5.2 Use the target language for enrichment and advancement			
	Lifelong Learning	<p>interpret materials and/or media from the target language and culture; exchange information about topics of personal interest; identify music or songs in the target language; and in HS set learning goals for language acquisition</p>	<p>consult various sources in the target language to obtain information on topics of personal interest; and in HS reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process</p>	<p>regularly consult authentic materials above one's ability in order to increase language proficiency.</p>