

## 8<sup>TH</sup> GRADE FOREIGN LANGUAGE CHECKLIST

### Goals 28 – 30

### Illinois Learning Standards A – E

### Performance Descriptors

#### ORAL COMMUNICATION

\_\_\_\_\_ Demonstrate understanding (e.g., summarize, paraphrase) of conversations, narratives, and aural presentations.

\_\_\_\_\_ Use resources and previously learned material to summarize a story.

#### INTERACT IN THE TARGET LANGUAGE

\_\_\_\_\_ Create original responses to open-ended questions.

\_\_\_\_\_ Sustain conversation using familiar language patterns.

\_\_\_\_\_ Produce the target language using pronunciation, intonation, and inflection comprehensible to a native speaker who has had limited contact with second language learners.

\_\_\_\_\_ Interact using appropriate non-verbal cues, including gestures, common to the culture of the target language in a classroom setting.

#### UNDERSTANDING WRITTEN PASSAGES

\_\_\_\_\_ Summarize the main message and significant details of a variety of written materials with the help of available resources.

\_\_\_\_\_ Demonstrate understanding of how word use, phrasing, and sentence structure of the target language convey meaning.

#### USE THE TARGET LANGUAGE TO PRESENT INFORMATION, CONCEPTS AND IDEAS

\_\_\_\_\_ Write a report including supporting details, logical organization, and conclusion on a topic of personal interest or on a topic studied in another class.

\_\_\_\_\_ Research and prepare a presentation on an unfamiliar topic of current or historical interest in the target culture.

\_\_\_\_\_ Compose, edit, and revise using reference materials (e.g., dictionaries, grammar references).

\_\_\_\_\_ Create and present an original story or poem.

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**MANNERS AND CUSTOMS**

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- \_\_\_\_\_ Explain accepted roles and activities of social units in societies associated with the target language (e.g., the role of the immediate and extended family, the concept of friendship, the treatment of elders, gender roles).
- \_\_\_\_\_ Exhibit knowledge of selected social practices that differ from those in the U.S. (e.g., discussion of dating, coming of age rituals).
- \_\_\_\_\_ Compare and contrast routine practices of daily life in target language societies (e.g., school, telephone conventions, food preferences and preparation, meal taking and manners, shopping, dwellings, dress).

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**MUSIC, DANCE, FOLK ART, VISUAL ART, DRAMA, AND ARCHITECTURE**

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- \_\_\_\_\_ Explain themes of selected art forms.
- \_\_\_\_\_ Use a wider range of target language vocabulary to discuss selected works of art.

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**UNDERSTAND LITERATURE**

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- \_\_\_\_\_ Demonstrate comprehension of a wider variety of materials in the target language with assistance (e.g., glossaries, guided questions, outlines).
- \_\_\_\_\_ Demonstrate comprehension of more complex selected literary works with a written or oral presentation (e.g., essay, critique, panel, group discussion).
- \_\_\_\_\_ Create original media messages (e.g., short T.V. or radio shows, websites) in the target language modeled on media examples using available technology.

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**HISTORY AND GEOGRAPHY**

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- \_\_\_\_\_ Write or present a report on a key historical figure and the events associated with that person.
- \_\_\_\_\_ Write or present a report including supporting details on a topic of historical interest using information learned in another subject or obtained through research.
- \_\_\_\_\_ Describe the influences a key historical figure has had on an area where the target language is spoken.
- \_\_\_\_\_ Write or present a report on a geographical aspect of an area where the target language is spoken.
- \_\_\_\_\_ Compare and contrast demographic factors of one target language area with another or with those of the U.S.

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**KNOWLEDGE OF OTHER DISCIPLINES**

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- \_\_\_\_\_ Compare differing economic systems in areas where the target language is spoken to those commonly used in the U.S.
  
- \_\_\_\_\_ Use the target language to gather and organize data (e.g., report, survey, graph, conversion of recipe to the metric system) to solve math problems in a more complex format.
  
- \_\_\_\_\_ Describe physical and geological features, vegetation, and animal life indigenous to areas where the target language is spoken.
  
- \_\_\_\_\_ Discuss diet, nutrition, and physical fitness issues in areas where the target language is spoken.

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**CAREER OPTIONS**

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- \_\_\_\_\_ Present information about occupations unique to areas where the target language is spoken.
  
- \_\_\_\_\_ Present information about specific careers in which the target language can be used.