

**1ST YEAR HIGH SCHOOL
FOREIGN LANGUAGE CHECKLIST
Goals 28 – 30
Illinois Learning Standards A – E
Performance Descriptors**

ORAL COMMUNICATION

_____ Demonstrate comprehension (e.g., summarize main ideas and supporting details, answer guided questions) of material on familiar topics and some unfamiliar topics.

_____ Demonstrate understanding of longer, more complex presentations (e.g., movies, T.V., plays, radio programs) in a variety of contexts.

_____ Recognize a speaker's use of paraphrase and restatement cues used to convey the message.

INTERACT IN THE TARGET LANGUAGE

_____ Employ a variety of discourse strategies (e.g., turn-taking, circumlocution, linguistic fillers) to sustain conversation.

_____ Recognize errors and attempt to self-correct.

_____ Use pronunciation, intonation, and inflection effectively to express nuances of meaning.

_____ Recognize and use appropriate nonverbal cues in various formal and informal settings.

UNDERSTAND WRITTEN PASSAGES

_____ Demonstrate comprehension of key vocabulary as well as the main message of complex written materials without the help of visuals, but with the use of other print sources (e.g., dictionary, thesaurus).

_____ Demonstrate understanding of main ideas and significant details on a variety of topics presented in authentic material (e.g., newspapers, magazines, books) from the culture. Demonstrate ability to use graphic organizers (e.g., outlines, flow charts, Venn diagrams).

_____ Organize information and concepts in a brief essay about an issue important to a country where the target language is spoken.

_____ Compare the use of vocabulary in idiomatic phrases in one or more languages and in the target language.

USE THE TARGET LANGUAGE TO PRESENT INFORMATION, CONCEPTS AND IDEAS

- _____ Apply increasingly complex vocabulary and structures to write complete expository pieces (e.g., book, movie or concert review, editorial, commentary on a current issue).
- _____ Write a complete expository piece that includes a description of the situation, a definition of the issues, and an analysis of options for action (e.g., dress code in high school).
- _____ Use documentation from target language sources to make a persuasive case for or against an important issue.
- _____ Compare points of view and perspective on an issue.
- _____ Prepare and present a short original piece (e.g., essay, story, poem) on a given theme using guidelines.

MANNERS AND CUSTOMS

- _____ Demonstrate awareness (e.g., role-play, illustrate, discuss) of interpersonal conventions and behaviors in social and business contexts (e.g., dress, punctuality, personal space).
- _____ Use appropriate vocabulary and level of formality in addressing those of different ages, roles, and status in social and business situations.

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

- _____ Compare themes in selected works of art that are representative of various areas where the target language is spoken.
- _____ Analyze similarities and differences between the art forms studied.

UNDERSTAND LITERATURE

- _____ Compare and contrast the characters, setting, themes, and plot of two or more literary works with a presentation (e.g., play, story, video, report, news article, multimedia presentation).
- _____ Describe characteristics and author's styles of various literary forms.
- _____ Demonstrate understanding of the main ideas of selected samples of authentic media from the target language culture(s) and how they relate to everyday life.

HISTORY AND GEOGRAPHY

- _____ Write or present a report comparing and contrasting the influence of two historical figures or events.
- _____ Compare and contrast the influences of a historical figure from a country where the target language is spoken to a person from the U.S. who held a similar place in history (e.g., a founding father).
- _____ Write or present a report contrasting geographic and demographic features (e.g., average annual income, population density, mortality rate, literacy rate) of countries where the target language is spoken to each other or to the U.S. Compare development and use of resources (e.g., imports and exports, uses of bodies of water) in selected areas where the target language is spoken.

KNOWLEDGE OF OTHER DISCIPLINES

- _____ Research and present information on the role of natural and human resources within the target language areas in determining employment opportunities (e.g., industry, agriculture, service, technology).
- _____ Interpret data from timetables, schedules, charts, and graphs to analyze and solve math problems.
- _____ Analyze the impact of human activity (e.g., population density, pollution) on a country where the target language is spoken.
- _____ Describe and compare daily diet, nutrition, and physical fitness regimens in areas where the target language is spoken.

CAREER OPTIONS

- _____ Compare various occupations in terms of their roles, status, and qualifications in areas where the target language is spoken to similar occupations in the U.S.
- _____ Analyze connections between specific businesses and industries in the U.S. and in a country where the target language is spoken.