

Grade 6 – Integrated Curriculum
Language Arts, Math, Science, Social Studies, The Arts, and World Languages

LANGUAGE ARTS
OAC 210:15-3-17

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context

- a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.
- b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as*: *The Snowplow Reared Up Like a Stallion*), metaphors (implied comparisons: *Peace is a Sunrise*), and multiple meaning words.

2. Word Origins

- a. Recognize the origins and meanings of foreign words frequently used in English. Example: Understand foreign words that are often used in English such as spaghetti (Italian) and rodeo (Spanish).
- b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
- c. Use word origins, including knowledge of less common roots (*graph* = *writing*, *logos* = *the study of*) and word parts (*auto* = *self*, *bio* = *life*) from Greek and Latin to analyze the meaning of complex words (*autograph*, *autobiography*, *biology*).

*3. Using Resource Materials and Aids

- a. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.
- b. Relate dictionary definitions to context of the reading in order to aid understanding.

***Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.
2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).
3. Increase silent reading speed through daily independent reading.
4. Read silently for increased periods of time.

Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.

1. Literal Understanding

- a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).

b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.

c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.

Example: Use a graphic organizer to compare an advertisement to the actual product label.

d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.

2. Inferences and Interpretation

a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).

*c. Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).

3. Summary and Generalization

a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.

b. Make generalizations based on information gleaned from text.

c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.

d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.

4. Analysis and Evaluation

a. Evaluate the believability of a character and the impact they have on the plot.

- b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.
- c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.
- e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).
- f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.

***5. Monitoring and Correction Strategies**

- a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).
- b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.
- c. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.

Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

- 1. Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.

- a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
 - b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
2. Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
 - b. Identify and explain internal and external conflict in the development of a story.
 - c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.
 - d. Connect, compare, and contrast ideas, themes, and issues across texts.
3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
- a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.
 - b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.
 - c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
 - d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.
 - Imagery: the use of language to create vivid pictures in the reader's mind.
 - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

*4. Literary Works - The student will read and respond to historically and culturally significant works of literature.

- a. Analyze and evaluate works of literature and the historical context in which they were written.
- b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
- c. Compare similar characters, settings, and themes from varied literary traditions.

Standard 5: Research and Information - The student will conduct research and organize information.

1. Accessing Information - The student will select the best source for a given purpose.

- a. Use library catalogs and computer databases to locate sources for research topics.
- b. Access information from a variety of primary and secondary sources to gather information for research topics
- c. Use organizational strategies as an aid to comprehend increasingly difficult content material.
- d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
- e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.

2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.

- a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).
- b. Identify and credit the reference sources used to gain information.
- c. Determine the appropriateness of an information source for a research topic.
- d. Summarize information from multiple sources into a research paper.

Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences, discuss and keep a list of writing ideas, and use graphic organizers to plan writing. The student will write clear, coherent, and focused papers, and progress through the stages of the writing process. The student will work independently and in self-directed writing teams to edit and revise.

***Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use a variety of prewriting strategies such as brainstorming, webbing, or using other graphic organizers to develop an idea appropriate for the intended audience, purpose, and topic.
2. Add details, examples, reasons, and evidence to develop and support an idea.
3. Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.
4. Use effective transitions for effective blending of sentences and paragraphs.
5. Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.
6. Use a variety of sentence types and lengths to contribute to fluency and interest.
7. Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
8. Publish and present to peers and adults.

***Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

1. Compose fictional, biographical, and autobiographical narratives that:

- a. establish and develop a plot and setting with a distinct beginning, middle, and ending.
 - b. establish and develop a setting, characters, and point of view appropriate for the narrative.
 - c. use a range of narrative devices, such as dialogue or suspense.
 - d. adjust tone and style as necessary to make writing interesting and engaging to the audience.
2. Compose expository text including descriptions, explanations, comparison and contrast, and problem and solution compositions that:
- a. state the thesis (position on the topic), main idea, or purpose.
 - b. explain the situation including supporting paragraphs with facts, details, and explanations.
 - c. organize the composition clearly and appropriately for the purpose of the writing.
 - d. include evidence and supporting details by paraphrasing from speakers, newspapers, magazines, media sources, or reference books to support arguments and conclusions.

Example: Write successive drafts of a one or two page newspaper article about school carnival activities, including details to support the main topic and allow the reader to compare and contrast the different carnival activities described or a description of a school event including details to support the main idea.)

3. Compose persuasive/argumentative compositions that:
- a. state a clear position on a proposition or proposal.
 - b. support the position with organized and relevant evidence and effective emotional appeals.
 - c. predict, identify, and address reader concerns and counterarguments.

Example: Write a persuasive paper on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described.

- d. Create an advertisement for a product to try to convince readers to buy the product.

4. Compose reflective papers that may address one of the following purposes:

- a. express the individual's insight into conditions or situations.
- b. compare a scene from a work of fiction with a lesson learned from experience.
- c. complete a self-evaluation.

Example: Write a self-evaluation on a personal strength.

5. Write responses to literature, including poetry, that:

- a. include an interpretation that shows careful reading, understanding, and insight.
- b. organize the interpretation around several clear ideas.
- c. develop and justify the interpretation through the use of examples and evidence from the text.

Example: After reading a novel, write a final chapter to the book describing what happens to the main character after the point where the book ends and how it is supported by the rest of the narrative.

6. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film.

7. Compose summaries of reading material that:

- a. include the main idea and most significant details.
- b. use the student's own words except for direct quotations.

8. Compose friendly and formal letters, and emails; continue to produce other writing forms introduced in earlier grades.

Example: Write a formal letter requesting a catalog.

9. Use appropriate essay test-taking and time-writing strategies that:

- a. address and analyze the question (prompt).
- b. use organizational methods required by the prompt.

c. utilize an editing checklist or assessment rubric, if provided.

10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.

*** Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade.

a. Identify concrete, abstract, and collective nouns.

b. Identify the principal parts of verbs to form verb tenses.

c. Identify linking, transitive, and intransitive verbs.

d. Identify nominative, objective, and possessive pronouns correctly.

e. Correctly use pronoun reference, and make pronouns agree with their antecedents.

f. Correctly form and use the positive, comparative, and superlative forms of adjectives.

g. Correctly form and use adverb clauses.

h. Identify and correctly use appositives, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases.

i. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives and predicate adjectives.

j. Use prepositional phrases to elaborate written ideas.

k. Correctly use all conjunctions.

l. Correctly identify and use interjections

m. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).

n. Form regular and irregular plurals correctly.

o. Make subjects and verbs agree.

2. Sentence Structure - Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory and interrogative).
 - a. Correct sentence run-ons and fragments.
 - b. Correct dangling and misplaced modifiers.
 - c. Differentiate between dependent, independent, restrictive (essential), and nonrestrictive (nonessential) clauses.
 - d. Write simple and compound sentences.
 - e. compose sentences with simple, complete, and compound predicate.
 - f. Indent paragraphs as needed for specified format.
3. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
 - a. Apply the capitalization rules appropriately in writing.
 - b. Punctuate correctly in writing including:
 - end punctuation.
 - commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.
 - quotation marks.
 - colon and semicolon.
 - apostrophes in contractions and possessives.
 - hyphens and dashes.
 - conventions of letter writing.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication. Deliver well-organized formal

presentations using traditional speech strategies including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

***Standard 1: Listening - The student will listen for information and for pleasure.**

1. Identify the major ideas and supporting evidence in informative and persuasive messages.
2. Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).
4. Evaluate the spoken message in terms of content, credibility, and delivery.

***Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
3. Communicate using appropriate delivery (volume, rate, enunciation, and movement).

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

***Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).
2. Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).

***Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).
3. Evaluate how different media forms influence and inform viewers.
4. Assess how language, medium, and presentation contribute to the message.

***Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.**

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”

MATHEMATICS
OAC 210:15-3-46.1

MATHEMATICS PROCESS STANDARDS Grades 6 - 8

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. Active involvement by students using these processes is likely to broaden mathematical understandings and lead to increasingly sophisticated abilities required to meet mathematical challenges in meaningful ways.

Process Standard 1: Problem Solving

1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.
2. Use technology to generate and analyze data to solve problems.
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.
4. Evaluate results to determine their reasonableness.
5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.

Process Standard 2: Communication

1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).

3. Select and use appropriate terminology when discussing mathematical concepts and ideas.

Process Standard 3: Reasoning

1. Identify and extend patterns and use experiences and observations to make suppositions.
2. Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).

Process Standard 4: Connections

1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
2. Connect one area or idea of mathematics to another (e.g., relates equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).

Process Standard 5: Representation

1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).

MATHEMATICS CONTENT STANDARDS OAC 210:15-3-47

The following concepts and skills should be mastered by all students upon completion of sixth grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

MAJOR CONCEPTS

- **Develop an understanding of and fluency with multiplication and division of fractions and decimals.**
- **Write, interpret, use, simplify, and solve mathematical expressions and equations.**
- **Develop a basic understanding of integer operations.**

Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.

1. Generalize and extend patterns and functions using tables, graphs, and number properties (e.g., number sequences, prime and composite numbers, recursive patterns like the Fibonacci numbers).
2. Write algebraic expressions and simple equations that correspond to a given situation.
3. Use substitution to simplify and evaluate algebraic expressions (e.g., if $x = 5$ evaluate $3 - 5x$).
4. Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $1/3x = 9$).

Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.

1. Number Sense: Convert, compare, and order decimals, fractions, and percents using a variety of methods.
2. Number Operations

- a. Multiply and divide fractions and mixed numbers to solve problems using a variety of methods.
- b. Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems.
- c. Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents (e.g., $7/8 + 8/9$ is about 2, $3.9 + 5.3$ is about 9).
- d. Use the basic operations on integers to solve problems.
- e. Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.

Standard 3: Geometry - The student will use geometric properties and relationships to recognize, describe, and analyze shapes and representations in a variety of contexts.

- 1. Compare and contrast the basic characteristics of three-dimensional figures (pyramids, prisms, cones, and cylinders).
- 2. Compare and contrast congruent and similar figures.
- 3. Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants.

Standard 4: Measurement - The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.

- 1. Use formulas to find the circumference and area of circles in terms of pi.
- 2. Convert, add, or subtract measurements within the same system to solve problems (e.g., 9' 8" + 3' 6", 150 minutes = ___ hours and ___ minutes, 6 square inches = ___ square feet).

Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.

- 1. Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs).

2. Probability: Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.

Note: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

SCIENCE
OAC 210:15-3-76

**Standards for Inquiry, Physical, Life, and
Earth/Space Science**

The *Priority Academic Student Skills (PASS)* should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

SCIENCE PROCESSES AND INQUIRY


Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

1. Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches, computers and hand held data collection devices) to measure objects, organisms, and/or events.
3. Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e. milli-, centi-, and kilo-) when measuring objects, organisms and/or events.




Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

1. Using observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys, periodic table, biological hierarchy).
2. Identify properties by which a set of objects, organisms, or events could be ordered.

Process Standard 3: Experimental design - Understanding experimental designs requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

- *1. Ask questions about the world and design investigations that lead to scientific inquiry. Identify testable questions based on prior knowledge, background research, or observations. 
- 2. Evaluate the design of a scientific investigation.
- 3. Identify variables and/or controls in an experimental setup: independent variable and dependent variable.
- *4. Identify a testable hypothesis for an experiment.
- *5. Follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- 6. Recognize potential hazards and practice safety procedures in all science activities.

Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

- *1. Report and record both quantitative/qualitative data in an appropriate method when given an experimental procedure or data. 
- 2. Interpret data tables, line, bar, trend, and/or circle graphs. 
- 3. Evaluate data to develop reasonable explanation, and/or predictions. 

- *4. Determine if results of investigations support or do not support hypotheses. 📖
- *5. Communicate scientific processes, procedures, and conclusions (e.g., model, poster, diagram, journal entry, lab report, scientific paper, oral presentation, and digital presentation). 📖

Process Standard 5: Inquiry - Inquiry can be defined as the skills necessary to carry out the process of scientific thinking. In order for inquiry to occur students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard.

- *1. Ask questions that can be answered through scientific investigation.
- *2. Design and conduct experiments utilizing scientific processes.
- *3. Use the engineering design process to address a problem or need (e.g., identify a need, conduct background research, prepare preliminary designs, build and test a prototype, test and revise design, communicate results). 📖
- *4. Understand the value of, and use technology to gather data and analyze results of investigations (e.g., probes, hand-held digital devices, digital cameras, software).
- *5. Develop a logical relationship between evidence and explanation to form and communicate a valid conclusion, and suggest alternative explanations.

PHYSICAL SCIENCE

Standard 1: Physical Properties in Matter - Physical characteristics of objects can be described using shape, size, and mass whereas the materials from which objects are made can be described using color and texture. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, and texture). Changes in physical properties of objects can be observed, described, and measured using tools such as simple microscopes, gram spring scales, metric rulers, metric balances, and Celsius thermometers.
2. The mass of an object is not altered due to changes in shape.

Standard 2: Transfer of Energy - Change from one form of energy to another. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Energy exists in many forms such as, heat, light, electricity, mechanical motion, and sound. Energy can be transferred in various ways (e.g., potential to kinetic, electrical to light, chemical to electrical, mechanical to electrical).
2. Electrical circuits provide a means of transferring electrical energy when heat, light, and sound are
 - a. produced (e.g., open and closed circuits, parallel and series circuits).
3. Electric currents and magnets can exert a force on each other (e.g., direct and alternating currents).

LIFE SCIENCE

Standard 3: Structure and Function in Living Systems - Living systems at all levels of organization demonstrate the complementary nature of structure and function. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Cells are the building blocks of all organisms (both plants and animals).
 - a. Plant and animal cells have similarities and differences (i.e., nucleus, mitochondria, cell wall, plasma membrane, chloroplast, and vacuole).
2. Living systems are organized by levels of complexity (i.e., cells, organisms, and ecosystems).

Standard 4: Populations and Ecosystems - Populations consist of individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Some source of energy is needed for all organisms to stay alive and grow. Energy transfer can be followed in food chains and webs.
2. In all environments, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Other relationships may be beneficial (e.g., producers/autotrophs, consumers/heterotrophs, symbiosis).

EARTH/SPACE SCIENCE

Standard 5: Structures of the Earth and the Solar System - The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Earth has four main systems that interact: the geosphere, the hydrosphere, the atmosphere, and the biosphere.

- a. The geosphere is the portion of the Earth system that includes the Earth's interior, rocks and minerals, landforms and the processes that shape the Earth's surface.
 - b. The hydrosphere is the liquid water component of the Earth. Water, which covers the majority of the Earth's surface and circulates through the crust, oceans and atmosphere in what is known as the water cycle.
 - c. The atmosphere is a mixture of nitrogen, oxygen, and trace gases that include water vapor. The atmosphere has a different physical and chemical composition at different elevations.
 - d. The biosphere is made up of all that is living on the Earth. It is a life-supporting global ecosystem, where living things depend on other organisms and the environment.
2. The sun provides the light and heat necessary to maintain life on Earth and is the ultimate source of energy (i.e., producers receive their energy from the sun).

SOCIAL STUDIES OAC 210:15-3-96

WORLD STUDIES

World Studies is designed to offer students the opportunity to begin a more global study of the earth's people and environments, concentrating on the understanding of basic concepts and characteristics common in the political and economic development of human populations.

Standard 1: The student will develop and practice the process skills of social studies.

1. Locate, gather, and analyze information from primary and secondary sources, such as artifacts, diaries, letters, art, music, literature, newspapers, and contemporary media.
2. Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, timelines, and other representations such as photographs and satellite-produced images or computer-based technologies.
3. Interpret information from a broad selection of research materials such as encyclopedias, almanacs, dictionaries, atlases and cartoons.

Standard 2: The student will use geographic representations to draw conclusions.

1. Apply the concepts of scale, orientation, latitude and longitude, and physical regions.
2. Compare political, physical, and thematic maps,
3. Define, recognize, and locate basic landforms and bodies of water on appropriate maps and globes.

Standard 3: The student will analyze selected cultures which have affected our history.


1. Define the characteristics of culture and the role culture played on the development of the world's peoples.
2. Compare and contrast common characteristics of culture, such as language, customs, shelter, diet, traditional occupations, belief systems, and folk traditions.

3. Evaluate the impact of selected civilizations (such as Egypt, Greece, Rome, Mayan, Incan, and Chinese) on migration and settlement patterns.

Standard 4: The student will compare and contrast political and economic systems.

1. Identify and describe major world political systems and the role of governmental involvement in such systems (such as dictatorships, constitutional monarchies, and representative democracies).
2. Identify and describe major economic systems and the role of governmental involvement and individual decision-making within such systems (such as traditional, command, and market economies).

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

THE ARTS
OAC 210:15-3-120

VISUAL ART

Standard 1: Language of Visual Art - The student will identify Visual Art terms (i.e., still life, contour, composition, foreshortening, foreground, perspective).

1. Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in his/her own art work, and the art works of others.
2. Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in his/her own artwork, and the artworks of others.
3. Compare works which are similar or different in expressive quality, composition, and style. (📖)
4. Discuss works of art of different media and styles beyond statements of mere preference. (📖)

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

1. Recognize and describe the cultural and ethnic traditions which have influenced the visual arts including European, American, Native American, African American, Hispanic, and Asian traditions. (📖)
2. Describe and place a variety of specific significant art objects by artist, style and historical and cultural context. (📖)
3. Identify the variety of art forms used in business and industry, including advertising, television, and film. (📖)

4. Discuss the relationship that exists between visual art and other art forms such as music, dance, and drama.
5. Communicate in-depth knowledge gained through integrated study of a visual art theme, historical period, or event. (📖)

Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Make original works of art using a variety of materials (media), and techniques (skills), and sources for ideas.
2. Use observation, memory and imagination in making original works of art.
3. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
4. Apply knowledge of a basic art vocabulary through experiences in making original works of art.
5. Demonstrate a basic knowledge of media, techniques and processes in: Painting media: tempera, watercolor, oil, and acrylic. processes: wet-on-wet, wet-on-dry, wash, resist, sponge. Sculpture or media: paper, papier-mâché, clay, plaster, cardboard, wood Architecture found objects, beads, sand, wire. processes: carving, constructing, and assembling. Drawing media: pencils, colored pencils, markers, chalks, crayons, oil-pastels. processes: sketching, contour line, hatching, crosshatching. Printmaking media: printing ink, styrofoam, stencil, found objects. processes: relief, silkscreen, and monoprint. Fiber Arts media: cloth, yarn, ribbon, found objects, paper, and rope. processes: weaving, stitchery, braiding, and basketry.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others. 3. Demonstrate thoughtfulness and care in completion of artworks.

GENERAL MUSIC

Standard 1: Language of Music - The student will read, notate and interpret music.

1. Define and use correct terminology to identify and discuss the elements of music including:
 - a. Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale]).
 - b. Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).
 - c. Harmony (partner songs, rounds, descants, countermelody, major and minor chords).
 - d. Form (AB, ABA, round, rondo, theme and variations, introduction, coda, interlude, verse and refrain, prelude).
 - e. Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges).
 - f. Pitch (range and register).
 - g. Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).
 - h. Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).
2. Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
3. Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.
4. Identify visually and aurally:
 - a. instrumental ensembles (marching band, symphony orchestra, jazz band).
 - b. families of orchestral instruments (strings, woodwinds, brass, and percussion).
 - c. classification of voice ranges (soprano, alto, tenor, bass).

5. Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.

1. Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
2. Recognize, describe and listen to music from a variety of:
 - a. Styles (jazz, mariachi band, opera, musical, call-response).
 - b. Periods (Baroque, Classical, Romantic, Impressionism and Contemporary).
 - c. Cultures including European, Native American, African American, Hispanic, and Asian.
3. Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk). (📖)
4. Identify and describe the roles of musicians in various music setting and cultures.


Standard 3: Music Expression - The student will perform, compose, improvise and arrange a variety of music within specified guidelines.

1. Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).
2. Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs, patriotic songs).
3. Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
4. Compose music using a variety of sound sources, including electronic and computer.
5. Respond physically or using classroom instruments to basic rhythm patterns (including triplets, dotted rhythms, syncopation).

6. Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g. four-chord songs on autoharp).
7. Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements (including syncopated patterns, beats and offbeats).
8. Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
9. Identify uses of music in everyday life (film, television, background music, and commercials).
10. Recognize and identify the appropriate ways to use the following elements of musical style:
 - a. Dynamics - (piano, forte).
 - b. Tempo - (Allegro, Lento, Andante, Moderato).
 - c. Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8).
 - d. Articulation (staccato, legato, accent).

Standard 4: Music Appreciation - The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

1. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
2. Demonstrate respect for music performed by the student and by other students and professional performers.
3. Use appropriate terms to explain preferences for musical works and styles.
4. Identify criteria for evaluating a musical composition or a musical performance.

NOTE: Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

WORLD LANGUAGES
OAC 210:15-3-135

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Grade 6 is the third year of a required sequential language program in Oklahoma schools through which all students begin to develop skill in a language other than English.

At the end of the Grade 4-8 program sequence, students should demonstrate skill at the novice level. They will be able to understand and produce memorized phrases, but they will be limited to familiar topics practiced in the classroom. Much more study will be needed to gain fluency. Students who began study at an earlier level or who have been in an immersion setting will demonstrate higher levels of skill if that study is uninterrupted.

As stated in the profession's national goals, *communication* is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other (National Standards in Foreign Language Education Project, 2006, p. 31). Please note that *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication, culture, connections, comparisons, and communities.**

Novice Level Range

Grades 4-12

Goal 1: Communication

Communicate in Languages Other Than English

Communication occurring in the Novice Level Range often includes some combination of the following topics:

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, calendar, time, food and customs, transportation, travel, professions, and work*

Novice Level learners are typically in Levels I-II (see descriptions in the Overview).

Standard 1.1: Interpretive Communication - Listening/Reading/Viewing Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When listening, reading, and viewing, learners in the Novice Level Range will:

1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
2. Understand key words in written material such as advertisements, schedules, and menus.
3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.
4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.
5. Respond to simple commands, familiar vocabulary, and language structures.

Performance Guidelines: *What characterizes Novice Level learners' performance in listening, reading and viewing?*

Learners in the Novice Level Range:

- A. Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.
- B. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- C. Rely on personal background experience to assist in comprehension.
- D. Rely on repetition for understanding.
- E. Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Interpretive Tasks

- Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).
- Read and understand simple official forms (e.g., hotel registration, passport and visa applications).
- Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.
- Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.
- Read advertisements from authentic magazines and list all of the cognates found in the ads.

- Listen to authentic songs and write the main ideas expressed.
- Listen to a conversation of two native speakers. Answer simple comprehension questions in English.
- Listen to a simple story several times. Then draw what happened in the story.

Standard 1.2: Interpersonal Communication - Speaking/Writing Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:

1. Initiate greetings, introductions, and leave-taking.
2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.
3. Express personal needs, preferences, and feelings.
4. Initiate simple commands.

Performance Guidelines: *What characterizes Novice Level learners' performance in person-to-person speaking and writing?*

Learners in the Novice Level Range:

- A. Use memorized phrases and short sentences when communicating.
- B. Use words and phrases primarily as lexical items without awareness of grammatical structure.

- C. Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.
- D. Rely on visual aids, gestures and repetitions to enhance communication.
- E. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
- F. Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.
- G. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Interpersonal Tasks

- Make five statements about yourself to a partner who must then agree or disagree with your self-perception.
- Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.
- Ask/Answer questions with a partner about the age and names of family members.
- Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.
- Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.
- Introduce friends and family members to others.

Standard 1.3: Presentational Communication - Speaking/Writing

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When presenting information by speaking or writing, learners in the Novice Level Range will:

1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.
2. Give simple commands and make requests of another person or group.
3. Retell a simple story using familiar vocabulary and language structures.
4. Write personal journals and send brief messages to friends.
5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.

Performance Guidelines: *What characterizes Novice Level learners' performance in spoken and written presentations?*

Novice Level learners will:

- A. Use memorized, short phrases and sentences in oral and written presentations based on familiar material.
- B. Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.
- C. Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.
- D. Reproduce familiar material in written presentations.
- E. Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.
- F. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Presentational Tasks

- Give short, simple directions to a person about how to get to the grocery store from your school parking lot.
- Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.
- Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.
- Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.
- Use a highly practiced vocabulary and visuals; retell a children’s story to the class or group.

Goal 2: Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

Progress Indicators: *What are Novice Level learners able to do in the target language?*

Learners in the Novice Level Range will:

1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.
2. Identify some customs and traditions such as celebrations and holiday practices of the target culture. 📖
3. Participate in cultural activities such as games, songs, and dances of the target culture.

4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members. 📖
5. Recognize and explore the process of stereotyping other cultures. 📖

Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural practices in the target language?*

Learners at the Novice Level:

- A. Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.
- B. Use memorized phrases and short sentences when communicating in spoken or written formats.
- C. Rely on visual aids, gestures, and repetition to enhance comprehensibility.
- D. Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.
- E. Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own.
- F. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.
- Write your key-pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key-pal to respond with lists of personal interests.
- Identify and illustrate or perform a traditional custom or celebration.
- Initiate and respond to formal and informal telephone calls.

Standard 2.2: Products of Culture Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

Progress Indicators: *What are Novice Level learners able to do in the target language?*

1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture. 📖
2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts. 📖
3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports. 📖
4. Identify countries, regions, and geographic features where the target language is spoken. 📖
5. Extract samples of the culture's perspectives from popular media in the target culture. 📖

Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural products in the target language?*

Learners at the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.
- B. Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.
- C. Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.
- D. Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.
- E. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Recite a poem/sing a song of the target language.
- Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.
- Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.

Goal 3: Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Interdisciplinary Studies

Students will reinforce and further their knowledge of other content areas through the foreign language.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.
2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

Performance Guidelines: *What characterizes the performance of Novice Level learners?*

Learners in the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating about selected content areas.
- B. Rely on visual aids, gestures and repetitions to enhance communication about other content areas.
- C. Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.

- D. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- E. Rely on personal background experience to assist in comprehension.
- F. Rely on repetition for understanding.
- G. Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Use currency of the target culture to make change using bills and coins.
- Prepare a healthy menu using typical foods of the target culture.
- Use authentic instruments of the target culture to explore music and rhythms.
- Learn the solar system, parts of a plant, life cycle of a butterfly.

Standard 3.2: Distinctive Viewpoints

Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines). 📖
2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture. 📖

Performance Guidelines: *What characterizes the performance of Novice Level learners?*

Learners in the Novice Level Range will:

- A. Understand general oral and written information when enhanced by illustrations within highly predictable contexts.

- B. Increase their comprehension by looking for and recognizing key words or phrases.
- C. Rely on personal background information to help in understanding something they read or hear.
- D. Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.
- E. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.
- Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.
- Use authentic sources to identify the current popular products of the target culture.

Goal 4: Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.
2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.

3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.
4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Create a graphic organizer to compare language structures in English and the target language.
- Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.
- Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.

Standard 4.2: Culture Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Identify similarities and differences in verbal and nonverbal behavior between cultures.
2. Recognize cross-cultural similarities and differences in the practices of the culture studied. 📖
3. Identify cross-cultural similarities and differences in the products of the culture studied. 📖

4. Recognize cross-cultural similarities and differences in the perspectives within the target culture. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range:

- A. Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own. 📖

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.
- Identify the significance of signs and symbols in the target culture.
- Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.
- Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.
- Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.

Goal 5: Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community Students will use the language both within and beyond the school setting. Progress Indicators:

What will Novice Level learners be able to do in the target language?

Learners in the Novice Level Range will:

1. Identify professions/occupations which are enhanced by proficiency in another language. 📖
2. Practice oral or written use of the foreign language with people outside the classrooms.
3. Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.
4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community. 📖

Performance Guidelines: What characterizes Novice Level learners' performance?

Learners in the Novice Level Range will:

- A. Use memorized phrases or short sentences with very familiar topics.
- B. Write simple tasks, such as short messages or notes.
- C. Be accurate in pronunciation when presenting well-rehearsed materials.
- D. Understand general information when enhanced by visuals or gestures.

Classroom Examples: What types of tasks are appropriate for the Novice Level Range classroom?

- Keep an in-class log or chart of personal encounters with the target language outside of the school.
- Establish a pen-pal/key-pal correspondence with someone from the target culture.
- Locate/visit stores within the community that cater to the target culture.
- Listen to radio broadcasts and list recognizable words from the target culture.
- Teach basic expressions and level-appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.

Standard 5.2: Personal Enrichment

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Demonstrate a willingness to interact with native speakers.
2. Discover and explore a variety of entertainment sources representative of the target culture.
3. Identify current issues of interest within the target culture. 📖
4. Discover and explore samples of art, literature, music, representative of the target culture. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Be understood primarily by those very accustomed to interacting with language learners.
- B. Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.
- C. Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.
- D. Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Use Web sites in the target language to make plans for a vacation in the target culture.
- Select an audio clip of favorite music in the target language and share it with other members of the class.
- Attend cultural events of the target culture within the community.
- Visit art exhibits of artists from the target culture.
- Learn a dance of the target culture and host a dance with music only from the target culture.

NOTE: Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.