

**Oklahoma C3 Standards**  
**Oklahoma Standards for World Languages**  
**Monthly Checklist of Language Performance - Novice Level Range**

<b>Month:</b>		<b>Teacher:</b>		<b>Subject:</b>
Place a notation in the columns labeled "week" when you address these student skills in your instruction.				
<b>Goal: COMMUNICATION</b>				
<b>Standard: Interpersonal Communication</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				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, time, and weather.
				3. Express personal needs, preferences, and feelings.
				4. Express quantity, location, and simple descriptions.
				5. Initiate simple commands.
<b>Standard: Interpretive Communication</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				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, 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.
<b>Standard: Presentational Communication</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				1. Describe in written or spoken format basic information, such as self, family members and others, 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.

**Goal: CULTURES**

**Standard: Practices of Culture**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				1. Imitate patterns of behavior such as greetings or gestures used with friends and family in the target culture.
				2. Imitate patterns of behavior such as greetings or gestures used in formal settings in the target culture.
				3. Identify some customs and traditions such as celebrations and holiday practices of the target culture.
				4. Participate in cultural activities such as games, songs, and dances of the target culture.
				5. Identify some viewpoints of the target culture, such as those relating to time, work, school, transportation, pastimes, and the role of family members.

**Standard: Products of Culture**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				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 their own culture, such as explorers and settlers, music and sports.
				4. Identify countries, regions, and geographic features where the target language is spoken.

<b>Goal: CONNECTIONS</b>				
<b>Standard: Interdisciplinary Connections</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				1. Identify and/or use information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) in the target language classroom.
				2. Using authentic target language resources, (such as the Internet, books, magazines) identify and/or use information to reinforce or expand learning in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English).
<b>Standard: Distinctive Viewpoints</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).
				2. Use authentic sources to gain insight about the perspectives of the target culture.

<b>Goal: COMPARISONS</b>				
<b>Standard: Comparisons of Language</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				1. Recognize cognates and borrowed words and are aware of their usefulness in comprehending language.
				2. Identify and compare the sound and writing patterns of the target language with their own, including stress, intonation, punctuation, etc.
				3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement, etc.
				4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.
<b>Standard: Comparisons of Culture</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				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 (such as time schedules, meals, leisure activities).
				3. Identify cross-cultural similarities and differences in the products of the culture studied (such as toys, sports, clothing, equipment, food, rhymes, songs, dances).
				4. Recognize cross-cultural similarities and differences in the perspectives (attitudes, ideas, beliefs, viewpoints) within the target culture.

<b>Goal: COMMUNITIES</b>				
<b>Standard: School and Community</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				<b>1. Identify the use of the target language in the students' environment.</b>
				<b>2. Identify professions/occupations which are enhanced by proficiency in another language.</b>
				<b>3. Practice oral or written use of the foreign language with people outside the classrooms.</b>
<b>Standard: Personal Enrichment</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Oklahoma C3 Progress Indicators The Students Will:</b>
				<b>1. Demonstrate a willingness to interact with native speakers.</b>
				<b>2. Discover and explore a variety of entertainment sources representative of the target culture.</b>
				<b>3. Identify current issues of interest within the target culture.</b>
				<b>4. Discover and explore samples of art, literature, music, etc., representative of the target culture.</b>