

Language Acquisition (French) SCOPE AND SEQUENCE AY 24-25

I – Introduced
P – Practiced
M – Mastered
A – Applied

STRAND/Skills DESCRIPTION		Phase 1	Phase 2	Phase 3	Phase 4
		STANDARDS			
COMMUNICATION	<p>Communication: Communication in Languages other than English</p> <ol style="list-style-type: none"> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret written and spoken language on a variety of topics. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 	<p>1.0 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.1 Interpret the principal message of environmental print, gestures, and intonation (e.g., signs, advertisements, contextualized passages, body language)</p> <p>1.2 Use reading and listening strategies to enhance comprehension</p> <p>1.2.1 Cognates</p> <p>1.2.2 Visual clues</p> <p>1.2.3 Contextual clues</p> <p>1.3 Obtain main ideas and specific information from a variety of simple texts, familiar topics and visual clues</p> <p>1.4 Recognize pitch, rhythms, sounds, emotions, and patterns in oral communication</p> <p>1.5 Follow simple directions (e.g., classroom commands, "how-to" projects)</p> <p>1.6 Recognize cognates, place names, and borrowings</p> <p>1.7 Recognize formal and informal register (giving respect or talking among friends)</p> <p>2.0 Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1 Engage in simple conversations and role-play various situations.</p>	<p>1.0 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.1 Interpret the principal message of environmental print, signs, gestures, and intonation (e.g., signs, advertisements, contextualized passages, body language)</p> <p>1.2 Use reading and listening strategies to enhance comprehension</p> <p>1.2.1 Cognates</p> <p>1.2.2 Visual clues</p> <p>1.2.3 Contextual clues</p> <p>1.2.4 Predicting</p> <p>1.2.5 Skimming and scanning</p> <p>1.3 Obtain main ideas and specific information from a variety of simple texts, familiar topics, and visual clues</p> <p>1.4 Identify main ideas and specific information from a variety of auditory sources, with or without visual clues (e.g., CDs, radio, television, podcasts)</p> <p>1.5 Draw inferences or make predictions based on oral, written, and/or visual messages</p> <p>1.6 Recognize tone, pitch, rhythms, sounds, emotions, and patterns in oral communication</p> <p>1.7 Follow multi-step directions in familiar concepts and situations (e.g., map directions, recipes)</p>	<p>1.0 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.1 Interpret the principal message and cultural nuances of environmental print, gestures, and intonation (e.g., advertisements, street signs, body language)</p> <p>1.2 Use reading and listening strategies to enhance comprehension</p> <p>1.2.1 Pre-reading activities (e.g., outlining)</p> <p>1.2.2 Predicting</p> <p>1.2.3 Summarizing</p> <p>1.3 Examine main ideas and supporting details from a variety of authentic literary texts or expository texts and conceptualized visuals (e.g., level-appropriate literature, magazine articles, music videos, art)</p> <p>1.4 Identify main ideas and supporting details from a variety of authentic auditory sources, with or without visual clues (e.g., CDs, radio, television, podcasts)</p> <p>1.5 Draw inferences based on oral, written, and/or visual messages</p> <p>1.6 Interpret the principal message of tone, pitch, and emotion in oral communication (e.g., humor, regional accents)</p> <p>2.0 Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1 Engage and sustain original conversation about</p>	<p>1.0 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.1 Interpret the principal message and cultural nuances of environmental print, gestures, and intonation (e.g., advertisements, street signs, body language)</p> <p>1.2 Use reading and listening strategies to enhance comprehension</p> <p>1.3 Analyze main ideas and supporting details from a variety of authentic literary texts and conceptualized visuals.</p> <p>1.4 Examine proverbs, colloquialisms, and common idiomatic expressions among foreign language-speaking communities</p> <p>1.5 Draw inferences based on oral, written, and/or visual messages</p> <p>1.6 Analyze plot, settings, characters, and events from authentic Francophone materials</p> <p>1.7 Follow multi-step directions for unfamiliar concepts and situations in which a problem must be solved (e.g., testing instructions, manuals, forms)</p> <p>2.0 Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1 Sustain an average conversation about familiar or general topics</p> <p>2.2 Interact in multiple tenses and moods in sequential context.</p> <p>2.2.1 To narrate to describe</p>

	<p>2.1.1 Greetings and farewells</p> <p>2.1.2 Courtesy phrases</p> <p>2.1.3 Introductions</p> <p>2.1.4 Basic questions (e.g., who. What, when. Where, why, how, how much, how many)</p> <p>2.2 Communicate using the present tenses in context</p> <p>2.2.1 Present indicative</p> <p>2.2.2 Immediate future</p> <p>2.3 Exchange information about familiar topics</p> <p>2.3.1 Daily life (e.g., home, school, work)</p> <p>2.3.2 Family and friends</p> <p>2.3.3 Pastimes (e.g., hobbies, sports)</p> <p>2.3.4 Personal information</p> <p>2.3.5 Likes and dislikes</p> <p>2.3.6 Needs and wants</p> <p>2.3.7 Feelings and emotions</p> <p>2.3.8 Clothing</p> <p>2.3.9 Parts of the body</p> <p>2.3.10 Weather</p> <p>2.3.11 Food</p> <p>2.4 Apply learned phrases and gestures in order to meet basic needs (e.g., finding necessary places, making purchases)</p> <p>2.4.1 Request for clarification</p> <p>2.4.2 Ask for repetition</p> <p>2.5 Apply numeric concepts in context</p> <p>2.5.1 Cardinal numbers 0 – 100</p> <p>2.5.2 Time</p>	<p>1.8 Recognize cognates, false cognates, place names, and borrowings</p> <p>2.0 Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1 Initiate original conversation about familiar or general topics</p> <p>2.2 Interact in present, past and future tenses in context</p> <p>2.2.1 To narrate</p> <p>2.2.2 To describe</p> <p>2.2.3 To ask and answer questions</p> <p>2.3 Exchange information about familiar topics</p> <p>2.3.1 Daily routine</p> <p>2.3.2 Childhood experiences</p> <p>2.3.3 Nationalities</p> <p>2.3.4 School</p> <p>2.3.5 Past experiences</p> <p>2.3.6 Asking for and giving directions</p> <p>2.3.7 Travel</p> <p>2.3.8 Personal interests</p> <p>2.3.9 Family life</p> <p>2.4 Use learned phrases (survival phrases) to acquire goods, services, and information</p> <p>2.5 Apply numeric concepts in context</p> <p>2.5.1 Cardinal numbers 100+</p> <p>2.5.2 Ordinal numbers 1st – 10th</p>	<p>familiar or general topics using vocabulary and grammar concepts</p> <p>2.1.1 Leisure activities</p> <p>2.1.2 Past activities</p> <p>2.1.3 Future plans</p> <p>2.1.4 Personal interests</p> <p>2.2 Interact in multiple moods and tenses</p> <p>2.2.1 To narrate</p> <p>2.2.2 To describe</p> <p>2.2.3 To ask and answer questions</p> <p>2.2.4 To hypothesize</p> <p>2.2.5 To express opinions</p> <p>2.2.6 To express uncertainties and desires</p> <p>2.3 Support opinions, viewpoints, and personal preferences using correct register and in spontaneous conversation</p> <p>2.4 Discuss reactions to simple literary and multimedia sources (e.g., articles, short stories, comics, movies)</p> <p>2.5 Use persuasion to advocate a position</p> <p>3.0 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>3.1 Share original or prepared summaries of authentic or adapted simple texts (e.g., articles, short stories,)</p> <p>3.2 Write on a variety of topics of including appropriate transitions (e.g., journal entries, essays, letters)</p> <p>3.2.1 Lists and notes</p> <p>3.2.2 Informal correspondence</p> <p>3.2.3 Clear, well-structured short compositions</p>	<p>2.2.2 To ask and answer questions</p> <p>2.2.3 To hypothesize</p> <p>2.2.4 To express opinions to express uncertainties and desires</p> <p>2.3 Justify viewpoints using correct register</p> <p>2.4 Exchange information about complex or unfamiliar topics</p> <p>2.5 Discuss texts or multimedia sources (e.g., articles, short stories, comic, movies)</p> <p>2.6 Engage in conversation about various topics (e.g., job interview, reporting an incident, emergency)</p> <p>3.0 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>3.1 Share original and prepared analyses of various texts (e.g., articles)</p> <p>3.2 Write synthesized and well-structured compositions using a variety of sources (e.g., descriptive, informative)</p> <p>3.3 Employ the writing process</p> <p>3.4 Give a presentations on a variety of topics (e.g., student recordings, demonstrations)</p> <p>3.5 Produced level-appropriate visual or multimedia projects using technology (e.g., posters, critiques, biographies, talk shows, newsletters, slide shows)</p> <p>3.6 Use syntax, orthography, and pronunciation effectively according to language development level</p>
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CULTURE		<p>2.5.3 Age</p> <p>2.5.4 Dates</p> <p>3.0 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>3.1 Describe people, places, and possessions</p> <p>3.2 Write on a variety of topics</p> <p>3.2.1 Lists</p> <p>3.2.2 Notes</p> <p>3.2.3 Correspondence</p> <p>3.2.4 Short paragraphs</p> <p>3.3 Demonstrate knowledge of acquired language skills and vocabulary through brief rehearsed presentations (e.g., skits, songs, poems, interviews, speeches)</p> <p>3.4 Produce level appropriate visual or multimedia demonstrations (e.g., poster, menu, brochure, slideshow, blog, podcast)</p> <p>3.5 Use syntax, orthography (spelling) and pronunciation effectively according to language development level.</p>	<p>2.6 Express feelings, opinions, viewpoints, and personal preferences</p> <p>2.7 Apply comparison phrases in context</p> <p>2.8 Use conversational strategies to increase understanding</p> <p>2.8.1 Request for clarification</p> <p>2.8.2 Asking questions</p> <p>3.0 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>3.1 Describe characters, events, and settings</p> <p>3.2 Write on a variety of topics</p> <p>3.3 Demonstrate knowledge of acquired language skills through rehearsed presentations (e.g., skit, speech, interview, simple plays)</p> <p>3.4 Produce level-appropriate visual or multimedia demonstrations about familiar situations(e.g., poster, brochure, slideshow, blog, podcast)</p> <p>3.5 Use syntax, orthography, and pronunciation effectively according to language development level.</p>	<p>3.3 Employ the writing process</p> <p>3.4 Demonstrate knowledge of acquired language skills through presentations on a variety of topics (e.g., skits, interviews)</p> <p>3.5 Produce level-appropriate visual or multimedia projects using technology(e.g., poster, brochure, slideshow, podcast, blog)</p> <p>3.6 Use syntax, orthography, and pronunciation effectively according to language development level</p>	
	<p>Culture: Gain Knowledge and understanding of other Cultures</p> <p>4. Students demonstrate an understanding of the cultural practices of the Target Language-speaking world.</p> <p>5. Students shall demonstrate understanding of the cultural products of the</p>	<p>4.0 Students demonstrate an understanding of the cultural practices of the Foreign Language-speaking world.</p> <p>4.1 Identify culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)</p> <p>4.2 Identify various aspects of universal cultural practices (e.g., customs, holidays, traditions)</p> <p>4.3 Identify differences in practices among cultures of the target-speaking world (e.g.,</p>	<p>4.0 Students demonstrate an understanding of the cultural practices of the Foreign Language-speaking world.</p> <p>4.1 Identify and demonstrate culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)</p> <p>4.2 Identify and discuss various aspects of universal cultural practices (e.g., customs, holidays, traditions)</p> <p>4.3 Identify and discuss differences in practices among</p>	<p>4.0 Students demonstrate an understanding of the cultural practices of the Foreign Language-speaking world.</p> <p>4.1 Interact using culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)</p> <p>4.2 Analyze various aspects of universal cultural practices (e.g., customs, norms, holidays, traditions, use of modern technology)</p> <p>4.3 Analyze differences in practices among cultures (e.g.,</p>	<p>4.0 Students demonstrate an understanding of the cultural practices of the Foreign Language-speaking world.</p> <p>4.1 Interact using culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)</p> <p>4.2 Create simulations about various aspects of universal cultural practices (e.g., customs, norms, holidays, traditions, use of modern technology)</p> <p>4.3 Analyze differences in practices among cultures of the foreign language-speaking world (e.g., holiday traditions, wedding customs, national holidays)</p>

	<p>Target Language-speaking world.</p> <p>6. Students shall demonstrate understanding of the cultural perspectives of the Target Language-speaking world.</p>	<p>holiday traditions, wedding customs, national holidays)</p> <p>5.0 Students shall demonstrate understanding of the cultural products of the Foreign Language-speaking world.</p> <p>5.1 Identify tangible products (e.g., art, food, clothing, buildings, books, crafts)</p> <p>5.2 Identify intangible products (e.g., entertainment, educational systems)</p> <p>5.3 Compare products from the different cultures of the target language-speaking world</p> <p>5.4 Recognize the relationship between environments and products of target language-speaking cultures (e.g., geography influences automobile design, climate influences clothing, natural resources influence food and medicine)</p> <p>5.5 Examine written, visual, and performing arts of target language-speaking cultures (e.g., art, music)</p> <p>6.0 Students shall demonstrate understanding of the cultural perspectives of the Foreign Language-speaking world.</p> <p>6.1 Identify unique cultural perspectives reflected in products (e.g., concept of family reflected in housing)</p> <p>6.2 Identify unique cultural perspectives reflected in practices (e.g., concept of family)</p> <p>6.3 Compare and contrast perspectives among target language-speaking communities as related to products and practices (e.g., celebrations, music)</p> <p>6.4 Identify historical and current events and historical and current figures that shape cultural perspectives (e.g., colonization, Napoleon, Francisco Franco)</p>	<p>cultures of the target language-speaking world (e.g., holiday traditions, wedding customs, national holidays)</p> <p>5.0 Students shall demonstrate understanding of the cultural products of the Foreign Language-speaking world.</p> <p>5.1 Present research on tangible products (e.g., art, food, clothing, buildings, books, crafts)</p> <p>5.2 Present research on intangible products (e.g., entertainment, educational systems, philosophies)</p> <p>5.3 Compare and contrast products from the different cultures of the target language-speaking world</p> <p>5.4 Discuss the relationship between environments and products of target language-speaking cultures (e.g., relationship between geography, climate, natural resources, politics, society)</p> <p>5.5 Interpret the written, visual, and performing arts of target language-speaking cultures (e.g., music, movies)</p> <p>6.0 Students shall demonstrate understanding of the cultural perspectives of the Foreign Language-speaking world.</p> <p>6.1 Discuss unique perspectives reflected in practices</p> <p>6.2 Compare and contrast perspectives among target language-speaking communities as related to products and practices (e.g., celebrations, music, literature)</p> <p>6.3 Discuss historical events and figures and current events and figures that shape cultural perspectives.</p> <p>6.4 Interpret historical events, figures, the events and individuals that influence cultural</p>	<p>holiday traditions, wedding customs, national holidays)</p> <p>5.0 Students shall demonstrate understanding of the cultural products of the Foreign Language-speaking world.</p> <p>5.1 Analyze the relationship between foreign language-speaking cultures and their tangible products (e.g., national monuments, art, food, fashion, symbols)</p> <p>5.2 Analyze the relationship between foreign language-speaking cultures and their intangible products (e.g., plays, educational systems, entertainment)</p> <p>5.3 Compare and contrast, in target language, the products from the different cultures of the target language-speaking world</p> <p>5.4 Assess the relationship between environments and products of foreign language-speaking cultures (e.g., geography, natural resources, society, or migration and products)</p> <p>5.5 Interpret the performing arts of foreign language-speaking cultures (e.g., music, dance)</p> <p>6.0 Students shall demonstrate understanding of the cultural perspectives of the Foreign Language-speaking world.</p> <p>6.1 Analyze unique cultural perspectives reflected in products</p> <p>6.2 Analyze unique cultural perspectives reflected in practices (e.g., customs, mealtimes)</p> <p>6.3 Compare and contrast the perspectives among the target language-speaking communities as related to</p>	<p>5.0 Students shall demonstrate understanding of the cultural products of the Foreign Language-speaking world.</p> <p>5.1 Evaluate, in target language, the effect of tangible products of the target language's culture (e.g., architecture, art, food, fashion)</p> <p>5.2 Evaluate the effect of intangible products of the target language's cultures (e.g., educational system, entertainment)</p> <p>5.3 Compare and contrast, in target language, products among the target language's cultures (e.g. music, cinema)</p> <p>5.4 Assess the relationship between environments and products of the target language's cultures (e.g., relationship between geography, climate, or society and products)</p> <p>5.5 Synthesize the arts of the target language's cultures (e.g., create original works based on art, music, movies)</p> <p>6.0 Students shall demonstrate understanding of the cultural perspectives of the Foreign Language-speaking world.</p> <p>6.1 Synthesize unique cultural perspectives reflected in products</p> <p>6.2 Synthesize unique cultural perspectives reflected in practices (e.g., customs, mealtimes)</p> <p>6.3 Compare and contrast the perspectives among the foreign language-speaking communities as relate to products and perspectives (e.g., celebrations, music, literature)</p> <p>6.4 Interpret, in target language, historical events, figures, the events and individuals that influence cultural perspectives (e.g., revolutions, presidents, popular figure heads)</p>
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CONNECTIONS

			perspectives (e.g., presidents, popular figure heads)	products and perspectives (e.g., celebrations, music) 6.4 Interpret historical events, figures, the events and individuals that influence cultural perspectives (e.g., presidents, popular figure heads)	
	<p>Connections: Connect with Other Disciplines and Acquire Information</p> <p>7. Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>8. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>7.0 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>7.1 Relates content learned from other disciplines to the target language-speaking world (e.g., weather trends, geography, currency conversion, food, musical instruments)</p> <p>7.2 Recognize basic terms on familiar topics from other disciplines (e.g., euro, monuments)</p> <p>7.3 Discuss topics from other disciplines as related to the target language-speaking culture</p> <p>8.0 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>8.1 Recognize the existence of other worldviews (e.g., religion, politics, social customs, stereotyping, the arts)</p> <p>8.2 Recognize the influence and contribution of products on other cultures (e.g., music, chocolate, coffee, sugar cane)</p> <p>8.3 Discuss authentic or adapted materials of the target language (e.g., songs, short stories)</p> <p>8.4 Identify basic characteristics that make the target language culture unique (e.g., clothing, accents and dialects)</p> <p>8.5 Recognize characteristics unique to the target</p>	<p>7.0 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>7.1 Relate content learned from other disciplines to the target language-speaking world (e.g., weather trends, currency conversion, food, musical instruments)</p> <p>7.2 Recognize basic terms on familiar topics from other disciplines (e.g., euro, monuments)</p> <p>7.3 Discuss topics from other disciplines as related to target language cultures (e.g., food, instruments, weather)</p> <p>7.4 Apply content from other disciplines (e.g., geography, reading skills)</p> <p>8.0 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>8.1 Investigate the underlying factors which contribute to other worldviews (e.g., social customs, stereotyping, the arts)</p> <p>8.2 Investigate the influence and contribution of products on other cultures (e.g., music, chocolate)</p> <p>8.3 Gather information about a topic of personal interest using authentic or adapted materials of the target language (e.g., songs)</p> <p>8.4 Investigate and describe basic characteristics that make the target language culture</p>	<p>7.0 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>7.1 Discuss topics from other disciplines (e.g., historical, social or artistic facts,)</p> <p>7.2 Identify ways a topic relates to multiple disciplines (e.g., to geography, to government, to history, to literature; art , to history, to science)</p> <p>7.3 Apply content from other disciplines (e.g., metric conversions)</p> <p>8.0 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>8.1 Analyze the underlying factors which contribute to other worldviews (e.g., social customs)</p> <p>8.2 Analyze the influence and contribution of products on other cultures (e.g., music, chocolate)</p> <p>8.3 Gather information about a topic of personal interest using authentic or adapted materials of the target language (e.g., songs)</p> <p>8.4 Analyze basic characteristics that make the target language culture unique (e.g., clothing, accents and dialects)</p> <p>8.5 Analyze characteristics unique to the target language culture present in authentic materials (songs)</p>	<p>7.0 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>7.1 Analyze topics from other disciplines (e.g., historical facts, scientific information)</p> <p>7.2 Identify ways a topic relates to multiple disciplines (e.g., to geography, to government, to history, to literature, impressionism to art, to history, to science)</p> <p>7.3 Apply content from other disciplines (e.g., metric conversions)</p> <p>8.0 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>8.1 Analyze the underlying factors which contribute to other worldviews (e.g., social customs, the arts)</p> <p>8.2 Analyze the influence and contribution of products on other cultures (e.g., music, chocolate)</p> <p>8.3 Gather information about a topic of personal interest using authentic or adapted materials of the target language (e.g., songs, short stories)</p> <p>8.4 Analyze basic characteristics that make the target language culture unique (e.g., clothing, accents and dialects)</p> <p>8.5 Analyze characteristics unique to the target language culture present in</p>

COMPARISONS

		<p>language culture present in authentic materials (e.g., songs, short stories)</p> <p>8.6 Identify cultural and linguistic relationships between the target language world and their own</p>	<p>unique (e.g., clothing, accents and dialects)</p> <p>8.5 Investigate characteristics unique to the target language culture present in authentic materials (e.g., songs)</p> <p>8.6 Identify cultural and linguistic relationships between the target language world and their own</p>	<p>8.6 Identify cultural and linguistic relationships between the target language world and their own</p>	<p>authentic materials (e.g., songs, short stories)</p> <p>8.6 Identify cultural and linguistic relationships between the foreign language world and their own.</p>
	<p>Comparisons: Develop Insight into the nature of Language and culture</p> <p>9. Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p> <p>10. Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.</p>	<p>9.0 Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p> <p>9.1 Recognize the differences in simple language structure (e.g., sounds, accent marks, punctuation, syntax)</p> <p>9.2 Recognize shared and false cognates, borrowings, and shared derivatives</p> <p>9.3 Recognize forms of address in a variety of familiar situations</p> <p>9.4 Compare the target language's writing system to their own (e.g., orthographic symbols, numbers)</p> <p>9.5 Compare the target language's linguistic sounds to their own (e.g., sound-letter correspondence)</p> <p>10.0 Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.</p> <p>10.1 Identify daily living patterns (e.g., food, mealtimes, transportation, shopping, body language, greetings, time)</p> <p>10.2 Describe holidays and celebrations</p> <p>10.3 Identify the influence of historical and current ethnicities found in the target language-speaking cultures (e.g. indigenous groups,)</p>	<p>9.0 Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p> <p>9.1 Use cognates, false cognates, borrowings, and shared derivatives to expand vocabulary</p> <p>9.2 Identify word roots to determine meaning and to expand vocabulary</p> <p>9.3 Compare the use of basic idiomatic expressions</p> <p>9.4 Analyze the differences in language structure (e.g., word order)</p> <p>9.5 Recognize format and familiar forms of address used in a variety of social situations</p> <p>9.6 Recognize critical sound distinctions affecting meaning (e.g., sheep: ship in English, rue: roué in French)</p> <p>9.7 Recognize the differences in complex language structure (e.g., double negatives, object pronouns)</p> <p>10.0 Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.</p> <p>10.1 Analyze, in target language, social patterns and systems (e.g., school, employment, health care)</p> <p>10.2 Analyze, in target language selected cultural topics (e.g., important dates, events, people, geographical areas)</p>	<p>9.0 Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p> <p>9.1 Use cognates, false cognates, borrowings, and shared derivatives to expand vocabulary and increase comprehension of unfamiliar material</p> <p>9.2 Identify word roots to determine meaning and to expand vocabulary</p> <p>9.3 Compare idiomatic differences in language structure (e.g., word order, paragraph construction and organization)</p> <p>9.4 Analyze the differences in complex language structure (e.g., double negatives, object pronouns)</p> <p>10.0 Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.</p> <p>10.1 Analyze social patterns and systems (e.g., school, employment)</p> <p>10.2 Analyze selected cultural topics (e.g., important dates, events, people, geographical areas)</p> <p>10.3 Analyze the influence of historical and current ethnicities found in target language-speaking cultures</p> <p>10.4 Compare and contrast the origins and</p>	<p>9.0 Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.</p> <p>9.1 Use cognates, false cognates, borrowings, and shared derivatives to expand vocabulary and increase comprehension of unfamiliar material</p> <p>9.2 Identify word roots to determine meaning and to expand vocabulary</p> <p>9.3 Compare idiomatic and colloquialisms</p> <p>9.4 Analyze the differences in language structure (e.g., word order, paragraph construction and organization)</p> <p>9.5 Recognize the differences in complex language structure (e.g., double negatives, object pronouns)</p> <p>9.6 Compare abbreviations and acronyms (e.g., Ma,3er, piso, hora)</p> <p>10.0 Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.</p> <p>10.1 Compare the social systems of target language-speaking communities within their own societies (e.g., education, the arts)</p> <p>10.2 Compare and contrast environmental factors that shape cultural identity in the learners' heritage and target</p>

COMMUNITIES

		<p>10.4 Recognize different meanings of gestures and body language across cultures</p>	<p>10.3 Analyze, in target language, the influence of historical and current ethnicities found in target language-speaking cultures</p> <p>10.4 Compare and contrast, in target language, the origins and significance of important symbols with those of their own culture(s)</p>	<p>significance of important symbols with those of their own culture(s)</p>	<p>language-speaking cultures (e.g., geography, climate)</p>
	<p>Communities: Participate in Multilingual Communities at Home and Around the world</p> <p>11. Students use the language both within and beyond the school setting.</p> <p>12. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>11.0 Students use the language both within and beyond the school setting.</p> <p>11.1 Recognize the use of the target language in the local and global community (e.g., signs, businesses, social events, internet)</p> <p>11.2 Participate in activities representative of target language-speaking communities (e.g., travel, media, music, sports, games, celebrations)</p> <p>11.3 Identify ways to use target language skills in the local and global community.</p> <p>12.0 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>12.1 Identify contemporary, influential individuals from the target language-speaking world (e.g., authors, artists, entertainers, political leaders, sports figures)</p> <p>12.2 Demonstrate knowledge of target language and target language culture through cultural enrichment activities (e.g., videos, festivals, sports, games, holidays, travel, media, music)</p> <p>12.1 Identify occupations that encourage or require knowledge of language</p>	<p>11.0 Students use the language both within and beyond the school setting.</p> <p>11.1 Discuss the influences of the target language on the local and global community (e.g., place names, occupations, special events)</p> <p>11.2 Participate in activities representative of target language-speaking communities (e.g., travel, media, music, sports, games, celebrations)</p> <p>11.3 Use target language skills in the local and global community (e.g., Internet, e-mail)</p> <p>12.0 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>12.1 Explore ways to communicate with the target language's native speakers (e.g., audio or video recordings)</p> <p>12.2 Research contemporary target language-speaking individuals who influence the community or the world</p> <p>12.3 Demonstrate knowledge of target language and culture through cultural enrichment activities (e.g., sports, games, holidays, travel, media, music)</p>	<p>11.0 Students use the language both within and beyond the school setting.</p> <p>11.1 Discuss the influences of the target language on the local and global community (e.g., place names, occupations, special events)</p> <p>11.2 Participate in activities representative of target language-speaking communities (e.g., travel, media, music, sports, games, celebrations)</p> <p>11.3 Use target language skills in the local and global community (e.g., internet, e-mail)</p> <p>12.0 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>12.1 Explore ways to sustain communication with the target language's native speakers (e.g., pen pals, key pals, audio or video)</p> <p>12.2 Identify trends relevant to the student (e.g., fashions, leisure time activities)</p> <p>12.3 Demonstrate knowledge of target language and culture by participating in cultural enrichment activities (e.g., music)</p> <p>12.4 Examine the role of foreign language use in one's</p>	<p>11.0 Students use the language both within and beyond the school setting.</p> <p>11.1 Investigate the influences of the foreign language on the global community (e.g., occupations, special events)</p> <p>11.2 Model activities representative of foreign language-speaking communities (e.g., sports, games, travel, media, music, cooking)</p> <p>11.3 Communicate with the foreign language's native speakers (e.g., interviews, e-mails, letters, guest speakers, shopping)</p> <p>11.4 Promote the use of the foreign language and the relevance of the foreign language's cultures (e.g., create pamphlets, write newsletters, produce videos)</p> <p>11.5 Demonstrate knowledge of foreign language and the foreign language's cultures (e.g., organize cultural events, participate in festivals).</p> <p>12.0 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>12.1 Explore ways to sustain communication with the target language's native speakers (e.g., audio or video recordings)</p>

		skills of the target language and/or other languages 12.2 Identify ways to communicate with target language native speakers e.g., , audio and video recordings)	12.4 Examine the role of foreign language use in one's daily life and future occupations (e.g., career, travel)	daily life and future occupations (e.g. career, travel)	12.2 Identify trends, in foreign language, relevant to the student (e.g., Environmental issues, fashions, leisure time activities