

## 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			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>COMMUNICATION</b></p> <p><b>Communication:</b> Communication in Languages other than English</p> <ol style="list-style-type: none"> <li>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>Students understand and interpret written and spoken language on a variety of topics.</li> <li>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ol>	<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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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CULTURE</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 style="text-align: center;">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

			<p>perspectives (e.g., presidents, popular figure heads)</p>	<p>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>	
	<p><b>Connections:</b> 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><b>Comparisons: Develop Insight into the nature of Language and culture</b></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><b>Communities: Participate in Multilingual Communities at Home and Around the world</b></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>

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