

Course: M/J Latin, Beginning- 0706000

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BASIC INFORMATION

Course Title:	M/J Latin, Beginning
Course Number:	0706000
Course Abbreviated Title:	M/J LATIN BEG
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Latin
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>M/J Latin Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300), and Latin 2 (0706310).</p> <p>It is each district's school board's responsibility to determine high</p>

	<p>school world languages placement policies for those students who complete the M/J Latin sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (67)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LACC.6.SL.1.3:</u>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<u>LACC.6.SL.2.4:</u>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

<p><u>LACC.68.RH.1.2:</u></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p><u>LACC.68.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LACC.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>WL.K12.NH.1.1:</u></p>	<p>Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.</p>

<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.

<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings

	using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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Course: M/J Spanish, Intermediate- 0708010

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BASIC INFORMATION

Course Title:	M/J Spanish, Intermediate
Course Number:	0708010
Course Abbreviated Title:	M/J SPANISH INTERM
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Spanish
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content:</p> <p>M/J Spanish Intermediate is a continuation of M/J Beginning Spanish. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. <u>This is a one-year course.</u> Course content requirements for the two-course sequence M/J Spanish, Beginning (0708000) and Intermediate (0708010) are equivalent to Spanish 1 (0708340). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010),</p>

	<p>and Advanced (0708020) may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (62)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.68.RH.1 Key Ideas and Details</u>	
<u>LACC.68.RH.1.2 :</u>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Key Ideas and Details</p>
<u>LACC.68.WHST.1 Text Types and Purposes</u>	
<u>LACC.68.WHST.1.1 :</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style.

- e. Provide a concluding statement or section that follows from and supports the argument presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

LACC.68.WHST.1.2 :

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

LACC.7.SL.1 Comprehension and Collaboration

LACC.7.SL.1.1 :

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by

	<p>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.7.SL.1.3 :</u></p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.7.SL.2 Presentation of Knowledge and Ideas</u></p>	
<p><u>LACC.7.SL.2.4 :</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
<p><u>WL.K12.II.1 Interpretive Listening</u></p>	
<p><u>WL.K12.II.1.1 :</u></p>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<p><u>WL.K12.II.1.2 :</u></p>	<p>Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

Belongs to: [Interpretive Listening](#)

WL.K12.IL.2 Interpretative Reading

WL.K12.IL.2.1 :

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.2 :

Interpret written literary text in which the writer tells or asks about familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.3 :

Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

WL.K12.IL.2.4 :

Demonstrate understanding of vocabulary used in context when following written directions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

WL.K12.IL.3 Interpersonal Communication

WL.K12.IL.3.1 :

Initiate and engage in a conversation on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.2 :

Interact with others in everyday situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.3 :

Express and react to feelings and emotions in real life situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.4 :

Exchange information about familiar academic and social topics including participation in an interview.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.5 :

Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.II.4 Presentational Speaking

WL.K12.II.4.1 :

Present information on familiar topics using a series of sentences with sufficient details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.II.4.2 :

Describe people, objects, and situations using a series of sequenced sentences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.II.4.3 :

Express needs, wants, and plans using a series of sentences that include essential details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.II.4.4 :

Provide a logical sequence of instructions on how to make something or complete a task.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.II.5 Presentational Writing

WL.K12.II.5.1 :

Write on familiar topics and experiences using main ideas and supporting details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.II.5.2 :

Describe a familiar event or situation using a variety of sentences and with supporting details

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.II.5.3 :

Express and support opinions on familiar topics using a series of sentences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.II.5.4 :

Compare and contrast information, concepts, and ideas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.II.6 Culture

WL.K12.IL.6.1 :

Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.IL.6.2 :

Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.IL.6.3 :

Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.IL.6.4 :

Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.IL.7 Connections

WL.K12.IL.7.1 :

Access information in the target language to reinforce previously acquired content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

WL.K12.IL.7.2 :

Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

WL.K12.IL.8 Comparisons

WL.K12.IL.8.1 :

Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

WL.K12.IL.8.2 :

Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages

	are alike and different. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.IL.8.3 :	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons

[WL.K12.IL.9 Communities](#)

WL.K12.IL.9.1 :	Use the target language to participate in different activities for personal enjoyment and enrichment. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
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[WL.K12.NH.1 Interpretive Listening](#)

WL.K12.NH.1.3 :	Demonstrate understanding of short, simple messages and announcements on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.NH.1.4 :	Demonstrate understanding of key points on familiar topics presented through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.NH.1.5 :	Demonstrate understanding of simple stories or narratives. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.NH.1.6 :	Follow directions or instructions to complete a task when expressed in short conversations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

[WL.K12.NH.2 Interpretative Reading](#)

WL.K12.NH.2.3 :	Demonstrate understanding of signs and notices in public places. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NH.2.4 :	Identify key detailed information needed to fill out forms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

[WL.K12.NH.3 Interpersonal Communication](#)

<u>WL.K12.NH.3.5</u> :	Exchange information about meeting someone including where to go, how to get there, and what to do and why. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.6</u> :	Use basic language skills supported by body language and gestures to express agreement and disagreement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.7</u> :	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.8</u> :	Describe a problem or a situation with sufficient details in order to be understood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

[WL.K12.NH.4 Presentational Speaking](#)

<u>WL.K12.NH.4.3</u> :	Describe familiar experiences or events using both general and specific language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.4</u> :	Present personal information about one's self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.5</u> :	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.6</u> :	Use verbal and non verbal communication when making announcements or introductions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

[WL.K12.NH.5 Presentational Writing](#)

<u>WL.K12.NH.5.3</u> :	Write a description of a familiar experience or event. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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WL.K12.NH.5.4 :

Write short personal notes using a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.5 :

Request information in writing to obtain something needed.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.6 :

Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.7 :

Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.6 Culture**WL.K12.NH.6.3 :**

Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.NH.6.4 :

Identify cultural artifacts, symbols, and images of the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.NH.7 Connections**WL.K12.NH.7.2 :**

Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

WL.K12.NH.8 Comparisons**WL.K12.NH.8.1 :**

Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own

	<p>language and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.NH.8.2 :	<p>Compare basic sound patterns and grammatical structures between the target language and own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.NH.8.3 :	<p>Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.NH.9 Communities	
WL.K12.NH.9.1 :	<p>Use key target language vocabulary to communicate with others within and beyond the school setting. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
WL.K12.NH.9.2 :	<p>Use communication tools to establish a connection with a peer from a country where the target language is spoken. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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Course: M/J Spanish, Beginning- 0708000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4822.aspx>

BASIC INFORMATION

Course Title:	M/J Spanish, Beginning
Course Number:	0708000
Course Abbreviated Title:	M/J SPANISH BEG
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Spanish
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: M/J Spanish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. <u>This is a one-year course.</u> Course content requirements for the two-course sequence M/J Spanish Beginning (0708000) and Intermediate (0708010) are equivalent to Spanish 1 (0708340). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010),</p>

Course: M/J Japanese, Beginning- 0711000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4603.aspx>

BASIC INFORMATION

Course Title:	M/J Japanese, Beginning
Course Number:	0711000
Course Abbreviated Title:	M/J JAPANESE BEG
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Japanese
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>M/J Japanese Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Japanese Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0711020). Course content requirements for the three-course sequence that includes M/J Japanese Beginning (0711000), Intermediate (0711010), and Advanced (0711020) may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).</p>

	<p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (67)

LACC.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.3:	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
LACC.6.SL.2.4:	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
LACC.68.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from</p>

	prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar

	contexts.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.

<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings

	using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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Course: M/J World Language Humanities for International Studies 3- 0710020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4821.aspx>

BASIC INFORMATION

Course Title:	M/J World Language Humanities for International Studies 3
Course Number:	0710020
Course Abbreviated Title:	M/J WRDLNG INTL ST3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Course length:	Year (Y)
Course Level:	2
Status:	State Board Approved
Version Description:	<p>Major Concepts/Content:</p> <p>M/J World Language Humanities for International Studies Advanced expands student knowledge of a variety of areas in the humanities taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. Students must demonstrate a working knowledge of</p>

	<p>the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies, Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that includes M/J World Language Humanities for International Studies Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).</p> <p>It is each district’s school board’s responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (64)

<u>LACC.68.RH.1 Key Ideas and Details</u>	
<u>LACC.68.RH.1.2 :</u>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Key Ideas and Details</p>
<u>LACC.68.WHST.1 Text Types and Purposes</u>	
<u>LACC.68.WHST.1.1 :</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and</p>

distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

LACC.68.WHST.1.2 :

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

[LACC.8.SL.1 Comprehension and Collaboration](#)

[LACC.8.SL.1.1 :](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.8.SL.1.3 :](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.8.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.8.SL.2.4 :](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[WL.K12.II.1 Interpretive Listening](#)

WL.K12.IL.1.3 :

Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

WL.K12.IL.1.4 :

Identify key points and essential details on familiar topics presented through a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

WL.K12.IL.1.5 :

Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

WL.K12.IL.1.6 :

Demonstrate understanding of multiple-step directions and instructions in familiar settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

WL.K12.IL.3 Interpersonal Communication

WL.K12.IL.3.5 :

Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.6 :

Recount and restate information received in a conversation in order to clarify meaning.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.7 :

Exchange general information about a few topics outside personal and academic fields of interest.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.8 :

Initiate, engage, and exchange basic information to solve a problem.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.4 Presentational Speaking

WL.K12.IL.4.5 :

Present a short skit or play using well-structured sentences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.IL.4.6 :

Describe events in chronological order using connected sentences with relevant details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.IL.5 Presentational Writing

WL.K12.IL.5.5 :

Develop questions to obtain and clarify information.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IL.5.6 :

Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IL.5.7 :

Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IL.8 Comparisons

WL.K12.IL.8.3 :

Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

WL.K12.IL.9 Communities

WL.K12.IL.9.1 :

Use the target language to participate in different activities for personal enjoyment and enrichment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)

WL.K12.IL.9.2 :

Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)

WL.K12.IM.1 Interpretive Listening

WL.K12.IM.1.1 :

Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.2 :	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.3 :	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.4 :	Identify essential information and supporting details on familiar topics presented through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.5 :	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.6 :	Demonstrate understanding of complex directions and instructions in familiar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.2 Interpretative Reading	
WL.K12.IM.2.1 :	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.IM.2.2 :	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.IM.2.3 :	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.IM.2.4 :	Recognize many high frequency idiomatic expressions from a

variety of authentic texts of many unknown words by using context clues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretative Reading](#)

WL.K12.IM.3 Interpersonal Communication

WL.K12.IM.3.1 :

Express views and effectively engage in conversations on a variety of familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.2 :

Ask and answer questions on familiar topics to clarify information and sustain a conversation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.3 :

Express personal views and opinions on a variety of topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.4 :

Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.5 :

Initiate and maintain a conversation on a variety of familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.6 :

Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.7 :

Follow grammatical rules for self-correction when speaking.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.3.8 :

Describe a problem or situation with details and state an opinion.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IM.4 Presentational Speaking

WL.K12.IM.4.1 :

Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.2 :	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.3 :	Retell a story or recount an experience with appropriate facts and relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.4 :	Provide supporting evidence using logically connected sentences that include relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.5 :	Retell or summarize a storyline using logically connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.6 :	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.5 Presentational Writing	
WL.K12.IM.5.1 :	Write narratives on familiar topics using logically connected sentences with supporting details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.2 :	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.3 :	State an opinion and provide supporting evidence using connected sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.4 :	Conduct research and write a report on a variety of topics using connected detailed paragraphs.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.5 :	Draft, edit, and summarize information, concepts, and ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.6 :	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.7 :	Write a narrative based on experiences that use descriptive language and details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

[WL.K12.IM.6 Culture](#)

WL.K12.IM.6.1 :	Distinguish patterns of behavior and social interaction in various settings in the target culture(s). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.2 :	Use practices and characteristics of the target cultures for daily activities among peers and adults. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.3 :	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.4 :	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

[WL.K12.IM.7 Connections](#)

WL.K12.IM.7.1 :	Use expanded vocabulary and structures in the target language to increase content area knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
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WL.K12.IM.7.2 :

Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

WL.K12.IM.8 Comparisons

WL.K12.IM.8.1 :

Compare language structures and skills that transfer from one language to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

WL.K12.IM.8.2 :

Compare and contrast structural patterns in the target language and own.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

WL.K12.IM.8.3 :

Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Comparisons](#)

WL.K12.IM.9 Communities

WL.K12.IM.9.1 :

Use expanded vocabulary and structures in the target language to access different media and community resources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)

WL.K12.IM.9.2 :

Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)



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Course: M/J World Language Humanities for International Studies 2- 0710010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2517.aspx>

BASIC INFORMATION

Course Title:	M/J World Language Humanities for International Studies 2
Course Number:	0710010
Course Abbreviated Title:	M/J WRLDLNG INTL ST2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Course Level:	2
Status:	State Board Approved
Version Description:	<p>M/J World Language Humanities for International Studies Intermediate introduces students to a variety of areas taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p>
General Notes:	Special Note: Students must demonstrate a working knowledge of the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that

	<p>includes M/J World Language Humanities for International Studies Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (62)

<p><u>LACC.68.RH.1 Key Ideas and Details</u></p>	
<p><u>LACC.68.RH.1.2 :</u></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Key Ideas and Details</p>
<p><u>LACC.68.WHST.1 Text Types and Purposes</u></p>	
<p><u>LACC.68.WHST.1.1 :</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.68.WHST.1.2 :

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.7.SL.1 Comprehension and Collaboration

LACC.7.SL.1.1 :

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched

	<p>material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.7.SL.1.3 :</u></p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.7.SL.2 Presentation of Knowledge and Ideas</u></p>	
<p><u>LACC.7.SL.2.4 :</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
<p><u>WL.K12.II.1 Interpretive Listening</u></p>	
<p><u>WL.K12.II.1.1 :</u></p>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<p><u>WL K12 II 1 2 :</u></p>	<p>Demonstrate understanding of the main idea and essential details</p>

	<p>of short conversations and oral presentations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
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[WL.K12.IL.2 Interpretative Reading](#)

<u>WL.K12.IL.2.1 :</u>	<p>Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.IL.2.2 :</u>	<p>Interpret written literary text in which the writer tells or asks about familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.IL.2.3 :</u>	<p>Determine the meaning of a message and identify the author’s purpose through authentic written texts such as advertisements and public announcements. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.IL.2.4 :</u>	<p>Demonstrate understanding of vocabulary used in context when following written directions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>

[WL.K12.IL.3 Interpersonal Communication](#)

<u>WL.K12.IL.3.1 :</u>	<p>Initiate and engage in a conversation on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IL.3.2 :</u>	<p>Interact with others in everyday situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IL.3.3 :</u>	<p>Express and react to feelings and emotions in real life situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IL.3.4 :</u>	<p>Exchange information about familiar academic and social topics including participation in an interview. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IL.3.5 :</u>	<p>Initiate a conversation to meet basic needs in everyday situations</p>

	<p>both in and outside the classroom. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
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[WL.K12.IL.4 Presentational Speaking](#)

<u>WL.K12.IL.4.1</u> :	<p>Present information on familiar topics using a series of sentences with sufficient details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
<u>WL.K12.IL.4.2</u> :	<p>Describe people, objects, and situations using a series of sequenced sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
<u>WL.K12.IL.4.3</u> :	<p>Express needs, wants, and plans using a series of sentences that include essential details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
<u>WL.K12.IL.4.4</u> :	<p>Provide a logical sequence of instructions on how to make something or complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>

[WL.K12.IL.5 Presentational Writing](#)

<u>WL.K12.IL.5.1</u> :	<p>Write on familiar topics and experiences using main ideas and supporting details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
<u>WL.K12.IL.5.2</u> :	<p>Describe a familiar event or situation using a variety of sentences and with supporting details Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
<u>WL.K12.IL.5.3</u> :	<p>Express and support opinions on familiar topics using a series of sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
<u>WL.K12.IL.5.4</u> :	<p>Compare and contrast information, concepts, and ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>

WL.K12.IL.6 Culture

<u>WL.K12.IL.6.1 :</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IL.6.2 :</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IL.6.3 :</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IL.6.4 :</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

WL.K12.IL.7 Connections

<u>WL.K12.IL.7.1 :</u>	Access information in the target language to reinforce previously acquired content area knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
<u>WL.K12.IL.7.2 :</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

WL.K12.IL.8 Comparisons

<u>WL.K12.IL.8.1 :</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
<u>WL.K12.IL.8.2 :</u>	Give examples of cognates, false cognates, idiomatic expressions,

	<p>and sentence structure to show understanding of how languages are alike and different.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.IL.8.3 :</u>	<p>Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>

WL.K12.IL.9 Communities

<u>WL.K12.IL.9.1 :</u>	<p>Use the target language to participate in different activities for personal enjoyment and enrichment.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
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WL.K12.NH.1 Interpretive Listening

<u>WL.K12.NH.1.3 :</u>	<p>Demonstrate understanding of short, simple messages and announcements on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
<u>WL.K12.NH.1.4 :</u>	<p>Demonstrate understanding of key points on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
<u>WL.K12.NH.1.5 :</u>	<p>Demonstrate understanding of simple stories or narratives.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
<u>WL.K12.NH.1.6 :</u>	<p>Follow directions or instructions to complete a task when expressed in short conversations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>

WL.K12.NH.2 Interpretive Reading

<u>WL.K12.NH.2.3 :</u>	<p>Demonstrate understanding of signs and notices in public places.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
<u>WL.K12.NH.2.4 :</u>	<p>Identify key detailed information needed to fill out forms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>

WL.K12.NH.3 Interpersonal Communication

<u>WL.K12.NH.3.5 :</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.6 :</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.7 :</u>	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.8 :</u>	Describe a problem or a situation with sufficient details in order to be understood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

WL.K12.NH.4 Presentational Speaking

<u>WL.K12.NH.4.3 :</u>	Describe familiar experiences or events using both general and specific language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.4 :</u>	Present personal information about one's self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.5 :</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.6 :</u>	Use verbal and non verbal communication when making announcements or introductions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

WL.K12.NH.5 Presentational Writing

<u>WL.K12.NH.5.3 :</u>	Write a description of a familiar experience or event. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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WL.K12.NH.5.4 :

Write short personal notes using a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.5 :

Request information in writing to obtain something needed.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.6 :

Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.7 :

Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.6 Culture**WL.K12.NH.6.3 :**

Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.NH.6.4 :

Identify cultural artifacts, symbols, and images of the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.NH.7 Connections**WL.K12.NH.7.2 :**

Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

WL.K12.NH.8 Comparisons**WL.K12.NH.8.1 :**

Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own

	<p>language and culture.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
WL.K12.NH.8.2 :	<p>Compare basic sound patterns and grammatical structures between the target language and own language.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
WL.K12.NH.8.3 :	<p>Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
WL.K12.NH.9 Communities	
WL.K12.NH.9.1 :	<p>Use key target language vocabulary to communicate with others within and beyond the school setting.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
WL.K12.NH.9.2 :	<p>Use communication tools to establish a connection with a peer from a country where the target language is spoken.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>



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Course: M/J Turkish, Intermediate- 0712010

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4823.aspx>

BASIC INFORMATION

Course Title:	M/J Turkish, Intermediate
Course Number:	0712010
Course Abbreviated Title:	M/J TURKISH I
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Turkish
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>M/J Turkish Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p>
General Notes:	Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300) and Turkish 2 (0716310).

	It is each district’s school board’s responsibility to determine high school world languages placement policies for those students who complete the M/J Turkish sequences in middle school.
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STANDARDS (62)

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and

	<p>examples.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LACC.7.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<p><u>LACC.7.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p><u>LACC.7.SL.2.4:</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p><u>WL.K12.II.1.1:</u></p>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p>
<p><u>WL.K12.II.1.2:</u></p>	<p>Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.</p>

<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

<u>WL.K12.IL.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.IL.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.IL.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.

<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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Course: M/J Turkish, Beginning- 0712000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4819.aspx>

BASIC INFORMATION

Course Title:	M/J Turkish, Beginning
Course Number:	0712000
Course Abbreviated Title:	M/J TURKISH B
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Turkish
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>M/J Turkish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p>
General Notes:	<p>Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300), and Turkish 2 (0716310).</p> <p>It is each district's school board's responsibility to determine high</p>

	school world languages placement policies for those students who complete the M/J Turkish sequences in middle school.
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STANDARDS (66)

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

<u>LACC.6.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LACC.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LACC.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.2:</u>	Write informative/explanatory texts, including the narration of

	<p>historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide

	information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.

<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.

<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



Course: M/J Turkish, Advanced- 0712020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4815.aspx>

BASIC INFORMATION

Course Title:	M/J Turkish, Advanced
Course Number:	0712020
Course Abbreviated Title:	M/J TURKISH A
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Turkish
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>M/J Turkish Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p>
General Notes:	<p>Special Note. Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300) and Turkish 2 (0716310).</p> <p>It is each district's school board's responsibility to determine high</p>

	<p>school world languages placement policies for those students who complete the M/J Turkish sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.</p>
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STANDARDS (64)

<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and

	<p>examples.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LACC.8.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<p><u>LACC.8.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p><u>LACC.8.SL.2.4:</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p><u>WL.K12.II.1.3:</u></p>	<p>Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.</p>
<p><u>WL.K12.II.1.4:</u></p>	<p>Identify key points and essential details on familiar topics presented through a variety of media.</p>

<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.II.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.II.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.II.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.

<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.

<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.

<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.
<u>WL.K12.IM.8.3:</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.IM.9.2:</u>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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Course: M/J Japanese, Advanced- 0711020

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BASIC INFORMATION

Course Title:	M/J Japanese, Advanced
Course Number:	0711020
Course Abbreviated Title:	M/J JAPANESE ADV
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Japanese
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: M/J Japanese Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Japanese, Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0712300). Course content requirements for the three-course sequence that includes M/J Japanese, Beginning (0711000), Intermediate (0711010), and Advanced (0711020), may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).</p>

	<p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (64)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader

	<p>categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LACC.8.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<p><u>LACC.8.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p><u>LACC.8.SL.2.4:</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.II.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.II.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.II.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other

	subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.
<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.
<u>WL.K12.IM.8.3:</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.IM.9.2:</u>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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Course: M/J Japanese, Intermediate- 0711010

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BASIC INFORMATION

Course Title:	M/J Japanese, Intermediate
Course Number:	0711010
Course Abbreviated Title:	M/J JAPANESE INTERM
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Japanese
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>M/J Japanese Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Japanese Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0712300). Course content requirements for the three-course sequence that includes M/J Japanese Beginning (0711000), Intermediate (0711010), and Advanced (0711020) may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).</p>

	<p>It is each district’s school board’s responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (62)

<u>LACC.68.RH.1.2:</u>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and

	<p>examples.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LACC.7.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<p><u>LACC.7.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p><u>LACC.7.SL.2.4:</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p><u>WL.K12.II.1.1:</u></p>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p>
<p><u>WL.K12.II.1.2:</u></p>	<p>Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.</p>

<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.
<u>WL.K12.II.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.II.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

<u>WL.K12.IL.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.IL.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.IL.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.

<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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	<p>and Advanced (0708020) may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (67)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.6.SL.1 Comprehension and Collaboration</u>	
<u>LACC.6.SL.1.1 :</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p>

	Belongs to: Comprehension and Collaboration
<u>LACC.6.SL.1.3 :</u>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>

LACC.6.SL.2 Presentation of Knowledge and Ideas

<u>LACC.6.SL.2.4 :</u>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.68.RH.1 Key Ideas and Details

<u>LACC.68.RH.1.2 :</u>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Key Ideas and Details</p>
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LACC.68.WHST.1 Text Types and Purposes

<u>LACC.68.WHST.1.1 :</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows
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	<p>from and supports the argument presented.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
<p><u>LACC.68.WHST.1.2 :</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>

WL.K12.NH.1 Interpretive Listening

<p><u>WL.K12.NH.1.1 :</u></p>	<p>Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<p><u>WL.K12.NH.1.2 :</u></p>	<p>Demonstrate understanding of short conversations in familiar contexts.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>

[WL.K12.NH.2 Interpretative Reading](#)

<u>WL.K12.NH.2.1</u> :	Determine main idea from simple texts that contain familiar vocabulary used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
<u>WL.K12.NH.2.2</u> :	Identify the elements of story such as setting, theme and characters. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

[WL.K12.NH.3 Interpersonal Communication](#)

<u>WL.K12.NH.3.1</u> :	Engage in short social interactions using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.2</u> :	Exchange information about familiar tasks, topics and activities, including personal information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.3</u> :	Exchange information using simple language about personal preferences, needs, and feelings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.4</u> :	Ask and answer a variety of questions about personal information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

[WL.K12.NH.4 Presentational Speaking](#)

<u>WL.K12.NH.4.1</u> :	Provide basic information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.2</u> :	Describe aspects of daily life using complete sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

[WL.K12.NH.5 Presentational Writing](#)

<u>WL.K12.NH.5.1</u> :	Write descriptions and short messages to request or provide
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	information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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WL.K12.NH.5.2 :	Write simple statements to describe aspects of daily life. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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[WL.K12.NH.6 Culture](#)

WL.K12.NH.6.1 :	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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WL.K12.NH.6.2 :	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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[WL.K12.NH.7 Connections](#)

WL.K12.NH.7.1 :	Use vocabulary acquired in the target language to access new knowledge from other disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
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[WL.K12.NH.8 Comparisons](#)

WL.K12.NH.8.1 :	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
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WL.K12.NH.8.2 :	Compare basic sound patterns and grammatical structures between the target language and own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
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WL.K12.NH.8.3 :	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10
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Belongs to: [Comparisons](#)

[WL.K12.NH.9 Communities](#)

[WL.K12.NH.9.1 :](#)

Use key target language vocabulary to communicate with others within and beyond the school setting.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)

[WL.K12.NM.1 Interpretive Listening](#)

[WL.K12.NM.1.1 :](#)

Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.2 :](#)

Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.3 :](#)

Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.4 :](#)

Demonstrate understanding of simple information supported by visuals through a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.5 :](#)

Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.6 :](#)

Follow short, simple directions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.2 Interpretative Reading](#)

[WL.K12.NM.2.1 :](#)

Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Interpretative Reading
WL.K12.NM.2.2 :	Demonstrate understanding of short, simple literary stories. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NM.2.3 :	Demonstrate understanding of simple written announcements with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NM.2.4 :	Recognize words and phrases when used in context on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

[WL.K12.NM.3 Interpersonal Communication](#)

WL.K12.NM.3.1 :	Introduce self and others using basic, culturally-appropriate greetings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.2 :	Participate in basic conversations using words, phrases, and memorized expressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.3 :	Ask simple questions and provide simple responses related to personal preferences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.4 :	Exchange essential information about self, family, and familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.5 :	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.6 :	Use appropriate gestures, body language, and intonation to clarify a message. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WI K12 NM 3 7 :	Understand and respond appropriately to simple directions.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.8 :	Differentiate among oral statements, questions, and exclamations in order to determine meaning. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

[WL.K12.NM.4 Presentational Speaking](#)

WL.K12.NM.4.1 :	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.2 :	Present personal information about self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.3 :	Express likes and dislikes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.4 :	Provide an account of daily activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.5 :	Role-play skits, songs, or poetry in the target language that deal with familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.6 :	Present simple information about a familiar topic using visuals. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

[WL.K12.NM.5 Presentational Writing](#)

WL.K12.NM.5.1 :	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.2 :	Fill out a simple form with basic information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.3 :	Write simple sentences about self and/or others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	Belongs to: Presentational Writing
WL.K12.NM.5.4 :	Write simple sentences that help in day-to-day life communication. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.5 :	Write about previously acquired knowledge and experiences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.6 :	Pre-write by drawing pictures to support ideas related to a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.7 :	Draw pictures in sequence to demonstrate a story plot. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

[WL.K12.NM.6 Culture](#)

WL.K12.NM.6.1 :	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NM.6.2 :	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NM.6.3 :	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NM.6.4 :	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

[WL.K12.NM.7 Connections](#)

WL.K12.NM.7.1 :	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10
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	Belongs to: Connections
WL.K12.NM.7.2 :	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.NM.8 Comparisons	
WL.K12.NM.8.1 :	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.NM.8.2 :	Recognize true and false cognates in the target language and compare them to own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.NM.8.3 :	Identify celebrations typical of the target culture and one's own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.NM.9 Communities	
WL.K12.NM.9.1 :	Use key words and phrases in the target language to participate in different activities in the school and community settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
WL.K12.NM.9.2 :	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities



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Course: M/J Chinese, Advanced- 0707020

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3935.aspx>

BASIC INFORMATION

Course Title:	M/J Chinese, Advanced
Course Number:	0707020
Course Abbreviated Title:	M/J CHIN ADV
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Chinese
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content:</p> <p>M/J Chinese Advanced is a continuation of M/J Intermediate Chinese. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. <u>This is a one-year course.</u> Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course sequence Chinese 1 (0711300) and Chinese 2 (0711310).</p>

	<p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (64)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<p><u>LACC.68.RH.1 Key Ideas and Details</u></p>	
<p><u>LACC.68.RH.1.2</u> :</p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Key Ideas and Details</p>
<p><u>LACC.68.WHST.1 Text Types and Purposes</u></p>	
<p><u>LACC.68.WHST.1.1</u> :</p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
<p><u>LACC.68.WHST.1.2 :</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>

LACC.8.SL.1 Comprehension and Collaboration

<p><u>LACC.8.SL.1.1 :</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making,
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	<p>track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.8.SL.1.3 :</u></p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.8.SL.2 Presentation of Knowledge and Ideas

<p><u>LACC.8.SL.2.4 :</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
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WL.K12.IL.1 Interpretive Listening

<p><u>WL.K12.IL.1.3 :</u></p>	<p>Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<p><u>WL.K12.IL.1.4 :</u></p>	<p>Identify key points and essential details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<p><u>WL.K12.IL.1.5 :</u></p>	<p>Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: Interpretive Listening
WL.K12.IL.1.6 :	Demonstrate understanding of multiple-step directions and instructions in familiar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

[WL.K12.IL.3 Interpersonal Communication](#)

WL.K12.IL.3.5 :	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IL.3.6 :	Recount and restate information received in a conversation in order to clarify meaning. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IL.3.7 :	Exchange general information about a few topics outside personal and academic fields of interest. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IL.3.8 :	Initiate, engage, and exchange basic information to solve a problem. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

[WL.K12.IL.4 Presentational Speaking](#)

WL.K12.IL.4.5 :	Present a short skit or play using well-structured sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IL.4.6 :	Describe events in chronological order using connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

[WL.K12.IL.5 Presentational Writing](#)

WL.K12.IL.5.5 :	Develop questions to obtain and clarify information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IL.5.6 :	Conduct research and write a detailed plan (e.g.; a trip to a country)

	<p>where the target language is spoken).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.II.5.7 :	<p>Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentational Writing</p>
WL.K12.II.8 Comparisons	
WL.K12.II.8.3 :	<p>Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
WL.K12.II.9 Communities	
WL.K12.II.9.1 :	<p>Use the target language to participate in different activities for personal enjoyment and enrichment.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
WL.K12.II.9.2 :	<p>Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
WL.K12.IM.1 Interpretive Listening	
WL.K12.IM.1.1 :	<p>Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.2 :	<p>Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.3 :	<p>Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: Interpretive Listening
WL.K12.IM.1.4 :	Identify essential information and supporting details on familiar topics presented through a variety of media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.5 :	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.6 :	Demonstrate understanding of complex directions and instructions in familiar settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening

[WL.K12.IM.2 Interpretative Reading](#)

WL.K12.IM.2.1 :	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.IM.2.2 :	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.IM.2.3 :	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.IM.2.4 :	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

[WL.K12.IM.3 Interpersonal Communication](#)

WL.K12.IM.3.1 :	Express views and effectively engage in conversations on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
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<u>WL.K12.IM.3.2 :</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IM.3.3 :</u>	Express personal views and opinions on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IM.3.4 :</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IM.3.5 :</u>	Initiate and maintain a conversation on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IM.3.6 :</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IM.3.7 :</u>	Follow grammatical rules for self-correction when speaking. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>
<u>WL.K12.IM.3.8 :</u>	Describe a problem or situation with details and state an opinion. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Interpersonal Communication</u>

[WL.K12.IM.4 Presentational Speaking](#)

<u>WL.K12.IM.4.1 :</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.IM.4.2 :</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>
<u>WL.K12.IM.4.3 :</u>	Retell a story or recount an experience with appropriate facts and relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: <u>Presentational Speaking</u>

WL.K12.IM.4.4 :

Provide supporting evidence using logically connected sentences that include relevant details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.IM.4.5 :

Retell or summarize a storyline using logically connected sentences with relevant details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.IM.4.6 :

Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.IM.5 Presentational Writing

WL.K12.IM.5.1 :

Write narratives on familiar topics using logically connected sentences with supporting details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.2 :

Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.3 :

State an opinion and provide supporting evidence using connected sentences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.4 :

Conduct research and write a report on a variety of topics using connected detailed paragraphs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.5 :

Draft, edit, and summarize information, concepts, and ideas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.6 :

Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IM.5.7 :

Write a narrative based on experiences that use descriptive language and details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.IM.6 Culture

WL.K12.IM.6.1 :

Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.IM.6.2 :

Use practices and characteristics of the target cultures for daily activities among peers and adults.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.IM.6.3 :

Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.IM.6.4 :

Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.IM.7 Connections

WL.K12.IM.7.1 :

Use expanded vocabulary and structures in the target language to increase content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

WL.K12.IM.7.2 :

Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

WL.K12.IM.8 Comparisons

WL.K12.IM.8.1 :

Compare language structures and skills that transfer from one

	<p>language to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.IM.8.2 :	<p>Compare and contrast structural patterns in the target language and own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.IM.8.3 :	<p>Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.IM.9 Communities	
WL.K12.IM.9.1 :	<p>Use expanded vocabulary and structures in the target language to access different media and community resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
WL.K12.IM.9.2 :	<p>Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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Course: M/J Chinese - Intermediate- 0707010

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BASIC INFORMATION

Course Title:	M/J Chinese - Intermediate
Course Number:	0707010
Course Abbreviated Title:	M/J CHIN INTERM
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Chinese
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: M/J Chinese Intermediate is a continuation of M/J Beginning Chinese. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this <u>one-year</u> course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. <u>This is a one-year course.</u> Course content requirements for the two-course sequence M/J Chinese Beginning (0707000) and Intermediate (0707010) are equivalent to Chinese 1 (0711300). Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course</p>

	<p>sequence Chinese 1 (0711300) and Chinese 2 (0711310).</p> <p>It is each district’s school board’s responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (62)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow;

	<p>organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LACC.7.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<p><u>LACC.7.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p><u>LACC.7.SL.2.4:</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

<u>WL.K12.II.1.1:</u>	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
<u>WL.K12.II.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of

	sentences.
<u>WL.K12.IL.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.IL.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.IL.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.IL.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.IL.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.

<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.
<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and

	culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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Course: M/J Chinese, Beginning- 0707000

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3943.aspx>

BASIC INFORMATION

Course Title:	M/J Chinese, Beginning
Course Number:	0707000
Course Abbreviated Title:	M/J CHIN BEG
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Chinese
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: M/J Chinese Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. <u>This is a one-year course.</u> Course content requirements for the two-course sequence M/J Chinese Beginning (0707000) and Intermediate (0707010), are equivalent to Chinese 1 (0711300). Course content requirements for the three-course sequence that includes M/J Chinese Beginning (0707000), Intermediate (0707010), and Advanced (0707020) may be equivalent to the two-course sequence Chinese 1 (0701320) and Chinese 2 (0711310).</p>

	<p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Chinese sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (67)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

LACC.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.3:	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
LACC.6.SL.2.4:	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear</p>

	pronunciation.
<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in

	order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in

	order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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Course: M/J Latin, Advanced- 0706020

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BASIC INFORMATION

Course Title:	M/J Latin, Advanced
Course Number:	0706020
Course Abbreviated Title:	M/J LATIN ADV
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Latin
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>M/J Latin Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300) and Latin 2 (0706310).</p> <p>It is each district's school board's responsibility to determine high</p>

	<p>school world languages placement policies for those students who complete the M/J Latin sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.</p>
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STANDARDS (64)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and

	<p>multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LACC.8.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<p><u>LACC.8.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p><u>LACC.8.SL.2.4:</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p><u>WL.K12.II.1.3:</u></p>	<p>Demonstrate understanding of the main idea and essential details in</p>

	messages and announcements on familiar topics.
<u>WL.K12.IL.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.IL.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.IL.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.IL.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.IL.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.IL.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.IL.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>WL.K12.IL.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.IL.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.IL.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.IL.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.IL.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.IL.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of

	personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and

	relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math,

	language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.
<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.
<u>WL.K12.IM.8.3:</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.IM.9.2:</u>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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Course: M/J Latin, Intermediate- 0706010

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BASIC INFORMATION

Course Title:	M/J Latin, Intermediate
Course Number:	0706010
Course Abbreviated Title:	M/J LATIN INTERM
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Latin
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>M/J Latin Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300) and Latin 2 (0706310).</p> <p>It is each district's school board's responsibility to determine high</p>

	<p>school world languages placement policies for those students who complete the M/J Latin sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (62)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and

	<p>multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LACC.7.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<p><u>LACC.7.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p><u>LACC.7.SL.2.4:</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p><u>WL.K12.II.1.1:</u></p>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and</p>

	messages.
<u>WL.K12.II.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.II.2.1:</u>	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
<u>WL.K12.II.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.II.2.3:</u>	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
<u>WL.K12.II.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.II.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.II.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.II.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.II.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.II.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.II.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.II.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.II.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.II.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.II.5.3:</u>	Express and support opinions on familiar topics using a series of sentences.

<u>WL.K12.IL.5.4:</u>	Compare and contrast information, concepts, and ideas.
<u>WL.K12.IL.6.1:</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
<u>WL.K12.IL.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.IL.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.IL.6.4:</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
<u>WL.K12.IL.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.IL.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
<u>WL.K12.IL.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.IL.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
<u>WL.K12.IL.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.IL.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.NH.1.3:</u>	Demonstrate understanding of short, simple messages and announcements on familiar topics.
<u>WL.K12.NH.1.4:</u>	Demonstrate understanding of key points on familiar topics presented through a variety of media.
<u>WL.K12.NH.1.5:</u>	Demonstrate understanding of simple stories or narratives.
<u>WL.K12.NH.1.6:</u>	Follow directions or instructions to complete a task when expressed in short conversations.
<u>WL.K12.NH.2.3:</u>	Demonstrate understanding of signs and notices in public places.
<u>WL.K12.NH.2.4:</u>	Identify key detailed information needed to fill out forms.

<u>WL.K12.NH.3.5:</u>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
<u>WL.K12.NH.3.6:</u>	Use basic language skills supported by body language and gestures to express agreement and disagreement.
<u>WL.K12.NH.3.7:</u>	Ask for and give simple directions to go somewhere or to complete a task.
<u>WL.K12.NH.3.8:</u>	Describe a problem or a situation with sufficient details in order to be understood.
<u>WL.K12.NH.4.3:</u>	Describe familiar experiences or events using both general and specific language.
<u>WL.K12.NH.4.4:</u>	Present personal information about one's self and others.
<u>WL.K12.NH.4.5:</u>	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
<u>WL.K12.NH.4.6:</u>	Use verbal and non verbal communication when making announcements or introductions.
<u>WL.K12.NH.5.3:</u>	Write a description of a familiar experience or event.
<u>WL.K12.NH.5.4:</u>	Write short personal notes using a variety of media.
<u>WL.K12.NH.5.5:</u>	Request information in writing to obtain something needed.
<u>WL.K12.NH.5.6:</u>	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
<u>WL.K12.NH.5.7:</u>	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
<u>WL.K12.NH.6.3:</u>	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
<u>WL.K12.NH.6.4:</u>	Identify cultural artifacts, symbols, and images of the target culture(s).
<u>WL.K12.NH.7.2:</u>	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NH.9.2:</u>	Use communication tools to establish a connection with a peer from a country where the target language is spoken.



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Course: M/J World Language Humanities for International Studies 1- 0710000

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BASIC INFORMATION

Course Title:	M/J World Language Humanities for International Studies 1
Course Number:	0710000
Course Abbreviated Title:	M/J WRLDLING INTL ST1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Foreign Language Humanities for International Studies
Course Level:	2
Status:	State Board Approved
Version Description:	<p>M/J World Language Humanities for International Studies Beginning introduces students to a variety of areas in the humanities taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p>
General Notes:	Special Note: Students must demonstrate a working knowledge of the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies, Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that

	<p>includes M/J World Language Humanities for International Studies, Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (67)

<u>LACC.6.SL.1 Comprehension and Collaboration</u>	
<u>LACC.6.SL.1.1 :</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date</p>

	<p>Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.6.SL.1.3 :</u></p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.6.SL.2 Presentation of Knowledge and Ideas

<p><u>LACC.6.SL.2.4 :</u></p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
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LACC.68.RH.1 Key Ideas and Details

<p><u>LACC.68.RH.1.2 :</u></p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>
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LACC.68.WHST.1 Text Types and Purposes

<p><u>LACC.68.WHST.1.1 :</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows
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	<p>from and supports the argument presented.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
<p><u>LACC.68.WHST.1.2 :</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>

WL.K12.NH.1 Interpretive Listening

<p><u>WL.K12.NH.1.1 :</u></p>	<p>Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<p><u>WL.K12.NH.1.2 :</u></p>	<p>Demonstrate understanding of short conversations in familiar contexts.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>

[WL.K12.NH.2 Interpretative Reading](#)

<u>WL.K12.NH.2.1 :</u>	Determine main idea from simple texts that contain familiar vocabulary used in context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
<u>WL.K12.NH.2.2 :</u>	Identify the elements of story such as setting, theme and characters. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading

[WL.K12.NH.3 Interpersonal Communication](#)

<u>WL.K12.NH.3.1 :</u>	Engage in short social interactions using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.2 :</u>	Exchange information about familiar tasks, topics and activities, including personal information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.3 :</u>	Exchange information using simple language about personal preferences, needs, and feelings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.4 :</u>	Ask and answer a variety of questions about personal information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

[WL.K12.NH.4 Presentational Speaking](#)

<u>WL.K12.NH.4.1 :</u>	Provide basic information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.2 :</u>	Describe aspects of daily life using complete sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

[WL.K12.NH.5 Presentational Writing](#)

<u>WL.K12.NH.5.1 :</u>	Write descriptions and short messages to request or provide
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	information on familiar topics using phrases and simple sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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<u>WL.K12.NH.5.2 :</u>	Write simple statements to describe aspects of daily life. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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WL.K12.NH.6 Culture

<u>WL.K12.NH.6.1 :</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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<u>WL.K12.NH.6.2 :</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
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WL.K12.NH.7 Connections

<u>WL.K12.NH.7.1 :</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
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WL.K12.NH.8 Comparisons

<u>WL.K12.NH.8.1 :</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
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<u>WL.K12.NH.8.2 :</u>	Compare basic sound patterns and grammatical structures between the target language and own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
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<u>WL.K12.NH.8.3 :</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10
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Belongs to: [Comparisons](#)

[WL.K12.NH.9 Communities](#)

[WL.K12.NH.9.1 :](#)

Use key target language vocabulary to communicate with others within and beyond the school setting.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Communities](#)

[WL.K12.NM.1 Interpretive Listening](#)

[WL.K12.NM.1.1 :](#)

Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.2 :](#)

Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.3 :](#)

Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.4 :](#)

Demonstrate understanding of simple information supported by visuals through a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.5 :](#)

Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.1.6 :](#)

Follow short, simple directions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

[WL.K12.NM.2 Interpretative Reading](#)

[WL.K12.NM.2.1 :](#)

Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Interpretative Reading
WL.K12.NM.2.2 :	Demonstrate understanding of short, simple literary stories. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NM.2.3 :	Demonstrate understanding of simple written announcements with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NM.2.4 :	Recognize words and phrases when used in context on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading
WL.K12.NM.3 Interpersonal Communication	
WL.K12.NM.3.1 :	Introduce self and others using basic, culturally-appropriate greetings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.2 :	Participate in basic conversations using words, phrases, and memorized expressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.3 :	Ask simple questions and provide simple responses related to personal preferences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.4 :	Exchange essential information about self, family, and familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.5 :	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.6 :	Use appropriate gestures, body language, and intonation to clarify a message. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WI K12 NM 3 7 :	Understand and respond appropriately to simple directions.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.NM.3.8 :	Differentiate among oral statements, questions, and exclamations in order to determine meaning. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

[WL.K12.NM.4 Presentational Speaking](#)

WL.K12.NM.4.1 :	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.2 :	Present personal information about self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.3 :	Express likes and dislikes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.4 :	Provide an account of daily activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.5 :	Role-play skits, songs, or poetry in the target language that deal with familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.NM.4.6 :	Present simple information about a familiar topic using visuals. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

[WL.K12.NM.5 Presentational Writing](#)

WL.K12.NM.5.1 :	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.2 :	Fill out a simple form with basic information. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.3 :	Write simple sentences about self and/or others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10

	Belongs to: Presentational Writing
WL.K12.NM.5.4 :	Write simple sentences that help in day-to-day life communication. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.5 :	Write about previously acquired knowledge and experiences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.6 :	Pre-write by drawing pictures to support ideas related to a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.NM.5.7 :	Draw pictures in sequence to demonstrate a story plot. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

[WL.K12.NM.6 Culture](#)

WL.K12.NM.6.1 :	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NM.6.2 :	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NM.6.3 :	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.NM.6.4 :	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

[WL.K12.NM.7 Connections](#)

WL.K12.NM.7.1 :	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10
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	Belongs to: Connections
WL.K12.NM.7.2 :	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.NM.8 Comparisons	
WL.K12.NM.8.1 :	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.NM.8.2 :	Recognize true and false cognates in the target language and compare them to own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.NM.8.3 :	Identify celebrations typical of the target culture and one's own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
WL.K12.NM.9 Communities	
WL.K12.NM.9.1 :	Use key words and phrases in the target language to participate in different activities in the school and community settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
WL.K12.NM.9.2 :	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities



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Course: M/J Spanish for Spanish Speakers, Advanced- 0709020

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BASIC INFORMATION

Course Title:	M/J Spanish for Spanish Speakers, Advanced
Course Number:	0709020
Course Abbreviated Title:	M/J SPANISH SPEAKS A
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Spanish
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content:</p> <p>The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will reflect the cultural values of Spanish language and societies.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning (0709000) and Intermediate (0709010) are equivalent to Spanish for Spanish Speakers 1 (0709300). Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers,</p>

	<p>Beginning (0709000), Intermediate (0709010), and Advanced (0709020) may be equivalent to the two-course sequence Spanish for Spanish Speakers 1 (0709300) and Spanish for Spanish Speakers 2 (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish for Spanish Speakers sequence in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.</p>
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STANDARDS (64)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>LACC.8.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<p><u>LACC.8.SL.1.3:</u></p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p><u>LACC.8.SL.2.4:</u></p>	<p>Present claims and findings, emphasizing salient points in a focused,</p>

	coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>WL.K12.II.1.3:</u>	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
<u>WL.K12.II.1.4:</u>	Identify key points and essential details on familiar topics presented through a variety of media.
<u>WL.K12.II.1.5:</u>	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
<u>WL.K12.II.1.6:</u>	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
<u>WL.K12.II.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
<u>WL.K12.II.3.6:</u>	Recount and restate information received in a conversation in order to clarify meaning.
<u>WL.K12.II.3.7:</u>	Exchange general information about a few topics outside personal and academic fields of interest.
<u>WL.K12.II.3.8:</u>	Initiate, engage, and exchange basic information to solve a problem.
<u>WL.K12.II.4.5:</u>	Present a short skit or play using well-structured sentences.
<u>WL.K12.II.4.6:</u>	Describe events in chronological order using connected sentences with relevant details.
<u>WL.K12.II.5.5:</u>	Develop questions to obtain and clarify information.
<u>WL.K12.II.5.6:</u>	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
<u>WL.K12.II.5.7:</u>	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
<u>WL.K12.II.8.3:</u>	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
<u>WL.K12.II.9.1:</u>	Use the target language to participate in different activities for personal enjoyment and enrichment.
<u>WL.K12.II.9.2:</u>	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
<u>WL.K12.IM.1.1:</u>	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.

<u>WL.K12.IM.1.2:</u>	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
<u>WL.K12.IM.1.3:</u>	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
<u>WL.K12.IM.1.4:</u>	Identify essential information and supporting details on familiar topics presented through a variety of media.
<u>WL.K12.IM.1.5:</u>	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
<u>WL.K12.IM.1.6:</u>	Demonstrate understanding of complex directions and instructions in familiar settings.
<u>WL.K12.IM.2.1:</u>	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
<u>WL.K12.IM.2.2:</u>	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
<u>WL.K12.IM.2.3:</u>	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
<u>WL.K12.IM.2.4:</u>	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
<u>WL.K12.IM.3.1:</u>	Express views and effectively engage in conversations on a variety of familiar topics.
<u>WL.K12.IM.3.2:</u>	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
<u>WL.K12.IM.3.3:</u>	Express personal views and opinions on a variety of topics.
<u>WL.K12.IM.3.4:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
<u>WL.K12.IM.3.5:</u>	Initiate and maintain a conversation on a variety of familiar topics.
<u>WL.K12.IM.3.6:</u>	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
<u>WL.K12.IM.3.7:</u>	Follow grammatical rules for self-correction when speaking.
<u>WL.K12.IM.3.8:</u>	Describe a problem or situation with details and state an opinion.
<u>WL.K12.IM.4.1:</u>	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

<u>WL.K12.IM.4.2:</u>	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
<u>WL.K12.IM.4.3:</u>	Retell a story or recount an experience with appropriate facts and relevant details.
<u>WL.K12.IM.4.4:</u>	Provide supporting evidence using logically connected sentences that include relevant details.
<u>WL.K12.IM.4.5:</u>	Retell or summarize a storyline using logically connected sentences with relevant details.
<u>WL.K12.IM.4.6:</u>	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
<u>WL.K12.IM.5.1:</u>	Write narratives on familiar topics using logically connected sentences with supporting details.
<u>WL.K12.IM.5.2:</u>	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
<u>WL.K12.IM.5.3:</u>	State an opinion and provide supporting evidence using connected sentences.
<u>WL.K12.IM.5.4:</u>	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
<u>WL.K12.IM.5.5:</u>	Draft, edit, and summarize information, concepts, and ideas.
<u>WL.K12.IM.5.6:</u>	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
<u>WL.K12.IM.5.7:</u>	Write a narrative based on experiences that use descriptive language and details.
<u>WL.K12.IM.6.1:</u>	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
<u>WL.K12.IM.6.2:</u>	Use practices and characteristics of the target cultures for daily activities among peers and adults.
<u>WL.K12.IM.6.3:</u>	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
<u>WL.K12.IM.6.4:</u>	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
<u>WL.K12.IM.7.1:</u>	Use expanded vocabulary and structures in the target language to

	increase content area knowledge.
<u>WL.K12.IM.7.2:</u>	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
<u>WL.K12.IM.8.1:</u>	Compare language structures and skills that transfer from one language to another.
<u>WL.K12.IM.8.2:</u>	Compare and contrast structural patterns in the target language and own.
<u>WL.K12.IM.8.3:</u>	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
<u>WL.K12.IM.9.1:</u>	Use expanded vocabulary and structures in the target language to access different media and community resources.
<u>WL.K12.IM.9.2:</u>	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.



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Course: M/J Spanish for Spanish Speakers, Intermediate- 0709010

Direct link to this

page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4817.aspx>

BASIC INFORMATION

Course Title:	M/J Spanish for Spanish Speakers, Intermediate
Course Number:	0709010
Course Abbreviated Title:	M/J SPANISH SPEAKS I
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Spanish
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content:</p> <p>The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will reflect the cultural values of Spanish language and societies.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning (0709000) and Intermediate (0709010) are equivalent to Spanish for Spanish Speakers 1 (0709300). Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers,</p>

	<p>Beginning (0709000), Intermediate (0709010), and Advanced (0709020) may be equivalent to the two-course sequence Spanish for Spanish Speakers 1 (0709300) and Spanish for Spanish Speakers 2 (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish for Spanish Speakers sequence in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.</p>
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STANDARDS (62)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.68.RH.1 Key Ideas and Details</u>	
<u>LACC.68.RH.1.2 :</u>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Key Ideas and Details</p>
<u>LACC.68.WHST.1 Text Types and Purposes</u>	
<u>LACC.68.WHST.1.1 :</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.68.WHST.1.2 :

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.7.SL.1 Comprehension and Collaboration

LACC.7.SL.1.1 :

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched

	<p>material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.7.SL.1.3 :</u></p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.7.SL.2 Presentation of Knowledge and Ideas</u></p>	
<p><u>LACC.7.SL.2.4 :</u></p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
<p><u>WL.K12.II.1 Interpretive Listening</u></p>	
<p><u>WL.K12.II.1.1 :</u></p>	<p>Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<p><u>WL K12 II 1 2 :</u></p>	<p>Demonstrate understanding of the main idea and essential details</p>

	<p>of short conversations and oral presentations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
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[WL.K12.IL.2 Interpretative Reading](#)

<u>WL.K12.IL.2.1 :</u>	<p>Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.IL.2.2 :</u>	<p>Interpret written literary text in which the writer tells or asks about familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.IL.2.3 :</u>	<p>Determine the meaning of a message and identify the author’s purpose through authentic written texts such as advertisements and public announcements. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>
<u>WL.K12.IL.2.4 :</u>	<p>Demonstrate understanding of vocabulary used in context when following written directions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretative Reading</p>

[WL.K12.IL.3 Interpersonal Communication](#)

<u>WL.K12.IL.3.1 :</u>	<p>Initiate and engage in a conversation on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IL.3.2 :</u>	<p>Interact with others in everyday situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IL.3.3 :</u>	<p>Express and react to feelings and emotions in real life situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IL.3.4 :</u>	<p>Exchange information about familiar academic and social topics including participation in an interview. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
<u>WL.K12.IL.3.5 :</u>	<p>Initiate a conversation to meet basic needs in everyday situations</p>

	<p>both in and outside the classroom. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication</p>
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[WL.K12.IL.4 Presentational Speaking](#)

<u>WL.K12.IL.4.1 :</u>	<p>Present information on familiar topics using a series of sentences with sufficient details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
<u>WL.K12.IL.4.2 :</u>	<p>Describe people, objects, and situations using a series of sequenced sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
<u>WL.K12.IL.4.3 :</u>	<p>Express needs, wants, and plans using a series of sentences that include essential details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>
<u>WL.K12.IL.4.4 :</u>	<p>Provide a logical sequence of instructions on how to make something or complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking</p>

[WL.K12.IL.5 Presentational Writing](#)

<u>WL.K12.IL.5.1 :</u>	<p>Write on familiar topics and experiences using main ideas and supporting details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
<u>WL.K12.IL.5.2 :</u>	<p>Describe a familiar event or situation using a variety of sentences and with supporting details Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
<u>WL.K12.IL.5.3 :</u>	<p>Express and support opinions on familiar topics using a series of sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>
<u>WL.K12.IL.5.4 :</u>	<p>Compare and contrast information, concepts, and ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing</p>

WL.K12.IL.6 Culture

<u>WL.K12.IL.6.1 :</u>	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IL.6.2 :</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IL.6.3 :</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
<u>WL.K12.IL.6.4 :</u>	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

WL.K12.IL.7 Connections

<u>WL.K12.IL.7.1 :</u>	Access information in the target language to reinforce previously acquired content area knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
<u>WL.K12.IL.7.2 :</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

WL.K12.IL.8 Comparisons

<u>WL.K12.IL.8.1 :</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
<u>WL.K12.IL.8.2 :</u>	Give examples of cognates, false cognates, idiomatic expressions,

	<p>and sentence structure to show understanding of how languages are alike and different.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.IL.8.3 :</u>	<p>Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>

WL.K12.IL.9 Communities

<u>WL.K12.IL.9.1 :</u>	<p>Use the target language to participate in different activities for personal enjoyment and enrichment.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
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WL.K12.NH.1 Interpretive Listening

<u>WL.K12.NH.1.3 :</u>	<p>Demonstrate understanding of short, simple messages and announcements on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
<u>WL.K12.NH.1.4 :</u>	<p>Demonstrate understanding of key points on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
<u>WL.K12.NH.1.5 :</u>	<p>Demonstrate understanding of simple stories or narratives.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
<u>WL.K12.NH.1.6 :</u>	<p>Follow directions or instructions to complete a task when expressed in short conversations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>

WL.K12.NH.2 Interpretive Reading

<u>WL.K12.NH.2.3 :</u>	<p>Demonstrate understanding of signs and notices in public places.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
<u>WL.K12.NH.2.4 :</u>	<p>Identify key detailed information needed to fill out forms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>

[WL.K12.NH.3 Interpersonal Communication](#)

<u>WL.K12.NH.3.5</u> :	Exchange information about meeting someone including where to go, how to get there, and what to do and why. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.6</u> :	Use basic language skills supported by body language and gestures to express agreement and disagreement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.7</u> :	Ask for and give simple directions to go somewhere or to complete a task. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
<u>WL.K12.NH.3.8</u> :	Describe a problem or a situation with sufficient details in order to be understood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

[WL.K12.NH.4 Presentational Speaking](#)

<u>WL.K12.NH.4.3</u> :	Describe familiar experiences or events using both general and specific language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.4</u> :	Present personal information about one's self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.5</u> :	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
<u>WL.K12.NH.4.6</u> :	Use verbal and non verbal communication when making announcements or introductions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

[WL.K12.NH.5 Presentational Writing](#)

<u>WL.K12.NH.5.3</u> :	Write a description of a familiar experience or event. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
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WL.K12.NH.5.4 :

Write short personal notes using a variety of media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.5 :

Request information in writing to obtain something needed.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.6 :

Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.5.7 :

Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Writing](#)

WL.K12.NH.6 Culture**WL.K12.NH.6.3 :**

Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.NH.6.4 :

Identify cultural artifacts, symbols, and images of the target culture(s).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Culture](#)

WL.K12.NH.7 Connections**WL.K12.NH.7.2 :**

Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections](#)

WL.K12.NH.8 Comparisons**WL.K12.NH.8.1 :**

Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own

	<p>language and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.NH.8.2 :	<p>Compare basic sound patterns and grammatical structures between the target language and own language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.NH.8.3 :	<p>Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons</p>
WL.K12.NH.9 Communities	
WL.K12.NH.9.1 :	<p>Use key target language vocabulary to communicate with others within and beyond the school setting. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>
WL.K12.NH.9.2 :	<p>Use communication tools to establish a connection with a peer from a country where the target language is spoken. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities</p>



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Course: M/J Spanish for Spanish Speakers, Beginning- 0709000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4814.aspx>

BASIC INFORMATION

Course Title:	M/J Spanish for Spanish Speakers, Beginning
Course Number:	0709000
Course Abbreviated Title:	M/J SPANISH SPEAKS B
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Spanish
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content:</p> <p>The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.</p> <p>The course content will reflect the cultural values of Spanish language and societies.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning (0709000) and Intermediate (0709010) are equivalent to Spanish for Spanish Speakers 1 (0709300). Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers,</p>

	<p>Beginning (0709000), Intermediate (0709010), and Advanced (0709020) may be equivalent to the two-course sequence Spanish for Spanish Speakers 1 (0709300) and Spanish for Spanish Speakers 2 (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish for Spanish Speakers sequence in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.</p>
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STANDARDS (67)

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LACC.6.SL.1.3:</u>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

<u>LACC.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LACC.68.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<u>LACC.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from

	and supports the information or explanation presented.
<u>WL.K12.NH.1.1:</u>	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
<u>WL.K12.NH.1.2:</u>	Demonstrate understanding of short conversations in familiar contexts.
<u>WL.K12.NH.2.1:</u>	Determine main idea from simple texts that contain familiar vocabulary used in context.
<u>WL.K12.NH.2.2:</u>	Identify the elements of story such as setting, theme and characters.
<u>WL.K12.NH.3.1:</u>	Engage in short social interactions using phrases and simple sentences.
<u>WL.K12.NH.3.2:</u>	Exchange information about familiar tasks, topics and activities, including personal information.
<u>WL.K12.NH.3.3:</u>	Exchange information using simple language about personal preferences, needs, and feelings.
<u>WL.K12.NH.3.4:</u>	Ask and answer a variety of questions about personal information.
<u>WL.K12.NH.4.1:</u>	Provide basic information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.4.2:</u>	Describe aspects of daily life using complete sentences.
<u>WL.K12.NH.5.1:</u>	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
<u>WL.K12.NH.5.2:</u>	Write simple statements to describe aspects of daily life.
<u>WL.K12.NH.6.1:</u>	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
<u>WL.K12.NH.6.2:</u>	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
<u>WL.K12.NH.7.1:</u>	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
<u>WL.K12.NH.8.1:</u>	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
<u>WL.K12.NH.8.2:</u>	Compare basic sound patterns and grammatical structures between

	the target language and own language.
<u>WL.K12.NH.8.3:</u>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
<u>WL.K12.NH.9.1:</u>	Use key target language vocabulary to communicate with others within and beyond the school setting.
<u>WL.K12.NM.1.1:</u>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
<u>WL.K12.NM.1.2:</u>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
<u>WL.K12.NM.1.3:</u>	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
<u>WL.K12.NM.1.4:</u>	Demonstrate understanding of simple information supported by visuals through a variety of media.
<u>WL.K12.NM.1.5:</u>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
<u>WL.K12.NM.1.6:</u>	Follow short, simple directions.
<u>WL.K12.NM.2.1:</u>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
<u>WL.K12.NM.2.2:</u>	Demonstrate understanding of short, simple literary stories.
<u>WL.K12.NM.2.3:</u>	Demonstrate understanding of simple written announcements with prompting and support.
<u>WL.K12.NM.2.4:</u>	Recognize words and phrases when used in context on familiar topics.
<u>WL.K12.NM.3.1:</u>	Introduce self and others using basic, culturally-appropriate greetings.
<u>WL.K12.NM.3.2:</u>	Participate in basic conversations using words, phrases, and memorized expressions.
<u>WL.K12.NM.3.3:</u>	Ask simple questions and provide simple responses related to personal preferences.
<u>WL.K12.NM.3.4:</u>	Exchange essential information about self, family, and familiar topics.
<u>WL.K12.NM.3.5:</u>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
<u>WL.K12.NM.3.6:</u>	Use appropriate gestures, body language, and intonation to clarify a

	message.
<u>WL.K12.NM.3.7:</u>	Understand and respond appropriately to simple directions.
<u>WL.K12.NM.3.8:</u>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
<u>WL.K12.NM.4.1:</u>	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
<u>WL.K12.NM.4.2:</u>	Present personal information about self and others.
<u>WL.K12.NM.4.3:</u>	Express likes and dislikes.
<u>WL.K12.NM.4.4:</u>	Provide an account of daily activities.
<u>WL.K12.NM.4.5:</u>	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
<u>WL.K12.NM.4.6:</u>	Present simple information about a familiar topic using visuals.
<u>WL.K12.NM.5.1:</u>	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
<u>WL.K12.NM.5.2:</u>	Fill out a simple form with basic information.
<u>WL.K12.NM.5.3:</u>	Write simple sentences about self and/or others.
<u>WL.K12.NM.5.4:</u>	Write simple sentences that help in day-to-day life communication.
<u>WL.K12.NM.5.5:</u>	Write about previously acquired knowledge and experiences.
<u>WL.K12.NM.5.6:</u>	Pre-write by drawing pictures to support ideas related to a task.
<u>WL.K12.NM.5.7:</u>	Draw pictures in sequence to demonstrate a story plot.
<u>WL.K12.NM.6.1:</u>	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
<u>WL.K12.NM.6.2:</u>	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
<u>WL.K12.NM.6.3:</u>	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
<u>WL.K12.NM.6.4:</u>	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
<u>WL.K12.NM.7.1:</u>	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
<u>WL.K12.NM.7.2:</u>	Identify (within a familiar context and supported by visuals), basic

	information common to the world language classroom and other disciplines.
<u>WL.K12.NM.8.1:</u>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
<u>WL.K12.NM.8.2:</u>	Recognize true and false cognates in the target language and compare them to own language.
<u>WL.K12.NM.8.3:</u>	Identify celebrations typical of the target culture and one's own.
<u>WL.K12.NM.9.1:</u>	Use key words and phrases in the target language to participate in different activities in the school and community settings.
<u>WL.K12.NM.9.2:</u>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.



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Course: M/J Spanish, Advanced- 0708020

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BASIC INFORMATION

Course Title:	M/J Spanish, Advanced
Course Number:	0708020
Course Abbreviated Title:	M/J SPANISH ADV
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Spanish
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content:</p> <p>M/J Spanish Advanced is a continuation of M/J Intermediate Spanish. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this <u>one-year</u> course.</p> <p>This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards (Common Core) benchmarks.</p> <p>Special Note. <u>This is a one-year course.</u> Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020), may be equivalent to the two-course sequence Spanish 1</p>

	<p>(0708340) and Spanish 2 (0708350).</p> <p>It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.</p> <p>The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.</p>
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STANDARDS (64)

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

<u>LACC.68.RH.1 Key Ideas and Details</u>	
<u>LACC.68.RH.1.2 :</u>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Key Ideas and Details</p>
<u>LACC.68.WHST.1 Text Types and Purposes</u>	
<u>LACC.68.WHST.1.1 :</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows

	<p>from and supports the argument presented.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
<p><u>LACC.68.WHST.1.2 :</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes</p>
<p><u>LACC.8.SL.1 Comprehension and Collaboration</u></p>	
<p><u>LACC.8.SL.1.1 :</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe

	<p>and reflect on ideas under discussion.</p> <ol style="list-style-type: none"> b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<u>LACC.8.SL.1.3 :</u>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<u>LACC.8.SL.2 Presentation of Knowledge and Ideas</u>	
<u>LACC.8.SL.2.4 :</u>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
<u>WL.K12.II.1 Interpretive Listening</u>	
<u>WL.K12.II.1.3 :</u>	<p>Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>
<u>WL.K12.II.1.4 :</u>	<p>Identify key points and essential details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening</p>

WL.K12.IL.1.5 :

Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

WL.K12.IL.1.6 :

Demonstrate understanding of multiple-step directions and instructions in familiar settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpretive Listening](#)

WL.K12.IL.3 Interpersonal Communication

WL.K12.IL.3.5 :

Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.6 :

Recount and restate information received in a conversation in order to clarify meaning.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.7 :

Exchange general information about a few topics outside personal and academic fields of interest.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.3.8 :

Initiate, engage, and exchange basic information to solve a problem.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Interpersonal Communication](#)

WL.K12.IL.4 Presentational Speaking

WL.K12.IL.4.5 :

Present a short skit or play using well-structured sentences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.IL.4.6 :

Describe events in chronological order using connected sentences with relevant details.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Presentational Speaking](#)

WL.K12.IL.5 Presentational Writing

WL.K12.IL.5.5 :

Develop questions to obtain and clarify information.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Presentational Writing
WL.K12.IL.5.6 :	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IL.5.7 :	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

[WL.K12.IL.8 Comparisons](#)

WL.K12.IL.8.3 :	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Comparisons
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[WL.K12.IL.9 Communities](#)

WL.K12.IL.9.1 :	Use the target language to participate in different activities for personal enjoyment and enrichment. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities
WL.K12.IL.9.2 :	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Communities

[WL.K12.IM.1 Interpretive Listening](#)

WL.K12.IM.1.1 :	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.2 :	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpretive Listening
WL.K12.IM.1.3 :	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and

	<p>announcements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.4 :	<p>Identify essential information and supporting details on familiar topics presented through a variety of media.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.5 :	<p>Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
WL.K12.IM.1.6 :	<p>Demonstrate understanding of complex directions and instructions in familiar settings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretive Listening</p>
<u>WL.K12.IM.2 Interpretative Reading</u>	
WL.K12.IM.2.1 :	<p>Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.IM.2.2 :	<p>Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.IM.2.3 :	<p>Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
WL.K12.IM.2.4 :	<p>Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Interpretative Reading</p>
<u>WL.K12.IM.3 Interpersonal Communication</u>	
WL.K12.IM.3.1 :	<p>Express views and effectively engage in conversations on a variety of familiar topics.</p>

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.2 :	Ask and answer questions on familiar topics to clarify information and sustain a conversation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.3 :	Express personal views and opinions on a variety of topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.4 :	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.5 :	Initiate and maintain a conversation on a variety of familiar topics. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.6 :	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.7 :	Follow grammatical rules for self-correction when speaking. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication
WL.K12.IM.3.8 :	Describe a problem or situation with details and state an opinion. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Interpersonal Communication

[WL.K12.IM.4 Presentational Speaking](#)

WL.K12.IM.4.1 :	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.2 :	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.3 :	Retell a story or recount an experience with appropriate facts and relevant details.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.4 :	Provide supporting evidence using logically connected sentences that include relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.5 :	Retell or summarize a storyline using logically connected sentences with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking
WL.K12.IM.4.6 :	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Speaking

[WL.K12.IM.5 Presentational Writing](#)

WL.K12.IM.5.1 :	Write narratives on familiar topics using logically connected sentences with supporting details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.2 :	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.3 :	State an opinion and provide supporting evidence using connected sentences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.4 :	Conduct research and write a report on a variety of topics using connected detailed paragraphs. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.5 :	Draft, edit, and summarize information, concepts, and ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.6 :	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.

	Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing
WL.K12.IM.5.7 :	Write a narrative based on experiences that use descriptive language and details. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Presentational Writing

[WL.K12.IM.6 Culture](#)

WL.K12.IM.6.1 :	Distinguish patterns of behavior and social interaction in various settings in the target culture(s). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.2 :	Use practices and characteristics of the target cultures for daily activities among peers and adults. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.3 :	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture
WL.K12.IM.6.4 :	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Culture

[WL.K12.IM.7 Connections](#)

WL.K12.IM.7.1 :	Use expanded vocabulary and structures in the target language to increase content area knowledge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections
WL.K12.IM.7.2 :	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections

[WL.K12.IM.8 Comparisons](#)

<u>WL.K12.IM.8.1 :</u>	<p>Compare language structures and skills that transfer from one language to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.IM.8.2 :</u>	<p>Compare and contrast structural patterns in the target language and own.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.IM.8.3 :</u>	<p>Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Comparisons</p>
<u>WL.K12.IM.9 Communities</u>	
<u>WL.K12.IM.9.1 :</u>	<p>Use expanded vocabulary and structures in the target language to access different media and community resources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>
<u>WL.K12.IM.9.2 :</u>	<p>Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Communities</p>



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