

Course: M/J Haitian Creole for Haitian Creole Speakers, Advanced- 0703020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4138>

BASIC INFORMATION

Course Number:	0703020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Haitian Creole for Haitian Creole Speakers, Advanced, M/J HAITIAN CREOLE A
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: Haitian Creole</p>
Course Title:	M/J Haitian Creole for Haitian Creole Speakers, Advanced
Course Abbreviated Title:	M/J HAITIAN CREOLE A
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: The purpose of this course is to enable students whose heritage language is Haitian Creole 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 Haitian Creole grammar. Language Arts</p>

	<p>Standards are also included in this course to enable students to become literate in the Haitian Creole 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 Haitian Creole language and societies.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000) and Intermediate (0703010) are equivalent to Haitian Creole for Haitian Creole Speakers 1 (0700300). Course content requirements for the three-course sequence that includes M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000), Intermediate (0703010), and Advanced (0703020) may be equivalent to the two-course sequence Haitian Creole for Haitian Creole Speakers 1 (0700300) and Haitian Creole for Haitian Creole Speakers 2 (0700310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Haitian Creole for Haitian Creole 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.

LAFS.68.RH.1.2:	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.
LAFS.68.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .

	<ul 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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.

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<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

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	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.

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<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.

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<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 American Sign Language, Beginning- 0704000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4777>

BASIC INFORMATION

Course Number:	0704000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J American Sign Language - Beginning, M/J AMER SIGN BEG
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: American Sign Language</p>
Course Title:	M/J American Sign Language, Beginning
Course Abbreviated Title:	M/J AMER SIGN BEG
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: M/J American Sign Language Beginning introduces students to the target language and its culture. Students will learn beginning receptive and expressive signing skills and be introduced to culture, connections, comparisons, and communities during this <u>one-year</u> course.</p>

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	<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 benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. <u>This is a one-year course.</u> Course content requirements for the two or three course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent American Sign Language 1 (0717300).</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 American Sign Language 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>LAFS.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
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	<p>deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<u>LAFS.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>LAFS.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>LAFS.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>LAFS.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 distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<u>LAFS.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow;</p>

	<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> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>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>	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>WI.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.
<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.

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<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.

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<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 American Sign Language, Intermediate- 0704010

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BASIC INFORMATION

Course Number:	0704010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J American Sign Language - Intermediate, M/J AMER SIGN INTER
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: American Sign Language</p>
Course Title:	M/J American Sign Language, Intermediate
Course Abbreviated Title:	M/J AMER SIGN INTER
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: M/J American Sign Language Intermediate is a continuation of M/J Beginning American Sign Language. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic receptive and expressive signing activities and will further explore the culture, connections, comparisons, and communities during 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 benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. This is a one-year course. Course content requirements for the <u>two or three course</u> sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent to American Sign Language 1 (0717300).</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 American Sign Language 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>LAFS.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>LAFS.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,

	<p>accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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

	<p>toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<u>WL.K12.IL.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.IL.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.IL.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.IL.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.IL.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.IL.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.IL.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.IL.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.IL.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.IL.3.4:</u>	Exchange information about familiar academic and social topics

	including participation in an interview.
<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.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.IL.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.IL.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.IL.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.IL.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.IL.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.IL.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.

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<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 American Sign Language, Advanced- 0704020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4772>

BASIC INFORMATION

Course Number:	0704020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J American Sign Language - Advanced, M/J AMER SIGN ADV
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: American Sign Language</p>
Course Title:	M/J American Sign Language, Advanced
Course Abbreviated Title:	M/J AMER SIGN ADV
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: M/J American Sign Language Advanced is a continuation of M/J Intermediate American Sign Language. Students apply their knowledge of the language and its culture. Students will be able to engage in receptive and expressive signing activities, and demonstrate understanding of authentic selections on familiar topics. Culture, connections, comparisons, and communities are</p>

	<p>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 benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. This is a one year course. Course content requirements for the two or three course sequence M/J American Sign Language, Beginning (0704000), Intermediate (0704010), and Advanced (0704020), may be equivalent to American Sign Language 1 (0717300).</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 American Sign Language 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.

LAFS.68.RH.1.2:	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.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p>

	<ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.

	<ul 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.
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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

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	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.

Course: M/J Italian, Beginning- 0705000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4220>

BASIC INFORMATION

Course Number:	0705000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Italian, Beginning, M/J ITALIAN BEG
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Italian
Course Title:	M/J Italian, Beginning
Course Abbreviated Title:	M/J ITALIAN BEG
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J Italian 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. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).</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 Italian 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.

<p><u>LAFS.6.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 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.
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	<ul style="list-style-type: none"> 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>LAFS.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>LAFS.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>LAFS.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>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul 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>LAFS.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul 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> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>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>	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,

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	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.

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<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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<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.

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<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 Italian, Intermediate- 0705010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4226>

BASIC INFORMATION

Course Number:	0705010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Italian, Intermediate, M/J ITALIAN INTERM
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Italian
Course Title:	M/J Italian, Intermediate
Course Abbreviated Title:	M/J ITALIAN INTERM
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J Italian 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. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).</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 Italian 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>LAFS.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>LAFS.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.

	<ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.

	<p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<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

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	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.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.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.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.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 II 8 1:</u>	Recognize language patterns and cultural differences when

Course: M/J Italian, Intermediate- 0705010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4226>

BASIC INFORMATION

Course Number:	0705010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Italian, Intermediate, M/J ITALIAN INTERM
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Italian
Course Title:	M/J Italian, Intermediate
Course Abbreviated Title:	M/J ITALIAN INTERM
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J Italian 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. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).</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 Italian 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>LAFS.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>LAFS.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.

	<ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.

	<ul style="list-style-type: none"> 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.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<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

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	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.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.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.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.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 II 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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	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.

Course: M/J Italian, Advanced- 0705020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4216>

BASIC INFORMATION

Course Number:	0705020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Italian, Advanced, M/J ITALIAN ADV
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: World Languages SubSubject: Italian
Course Title:	M/J Italian, Advanced
Course Abbreviated Title:	M/J ITALIAN ADV
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: M/J Italian 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. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p> <p>Special Note. Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).</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 Italian 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>LAFS.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>LAFS.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.

	<ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.

	<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>
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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.

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<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.

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Course: M/J Latin, Beginning- 0706000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4711>

BASIC INFORMATION

Course Number:	0706000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Latin, Beginning, 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 Title:	M/J Latin, Beginning
Course Abbreviated Title:	M/J LATIN BEG
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</p>

	<p>subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</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 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.

<p><u>LAFS.6.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 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
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	<p>and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<u>LAFS.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>LAFS.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>LAFS.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>LAFS.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>LAFS.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

	<p>formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>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>	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.

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<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.

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<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.

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<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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<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.

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<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

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4714>

BASIC INFORMATION

Course Number:	0706010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Latin, Intermediate, 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 Title:	M/J Latin, Intermediate
Course Abbreviated Title:	M/J LATIN INTERM
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</p>

	<p>subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks for English language arts and mathematics.</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 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>LAFS.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>LAFS.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

	<p>clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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

	<p>others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<u>WL.K12.IL.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.IL.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.IL.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.IL.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.IL.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.IL.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.IL.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.IL.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.IL.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.IL.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.IL.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

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<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.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.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.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.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.II.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.

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<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.

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<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 Latin, Advanced- 0706020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4702>

BASIC INFORMATION

Course Number:	0706020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Latin, Advanced, 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 Title:	M/J Latin, Advanced
Course Abbreviated Title:	M/J LATIN ADV
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</p>

	<p>subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</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 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>LAFS.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>LAFS.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

	<p>clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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

	<p>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>
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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.

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<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.

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<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 Chinese, Beginning- 0707000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3943>

BASIC INFORMATION

Course Number:	0707000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Chinese - Beginning, 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 Title:	M/J Chinese, Beginning
Course Abbreviated Title:	M/J CHIN BEG
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	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. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</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.

<p><u>LAFS.6.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 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
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	<p>deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<u>LAFS.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>LAFS.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>LAFS.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>LAFS.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 distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<u>LAFS.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow;</p>

	<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> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>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>	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>WI.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.

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<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 Chinese - Intermediate-0707010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3949>

BASIC INFORMATION

Course Number:	0707010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Chinese - Intermediate, 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 Title:	M/J Chinese - Intermediate
Course Abbreviated Title:	M/J CHIN INTERM
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	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 one-year course.

	<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 benchmarks and Florida Standards for English language arts and mathematics.</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 (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>LAFS.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>LAFS.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</p>

	<p>and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <ol style="list-style-type: none"> 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>LAFS.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>LAFS.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

	<p>by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<u>WL.K12.IL.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.IL.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.IL.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.IL.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.IL.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.IL.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.IL.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.IL.3.2:</u>	Interact with others in everyday situations.

<u>WL.K12.IL.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.IL.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<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.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.IL.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.IL.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.IL.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.IL.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.IL.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.IL.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>WI.K12.II.7.2:</u>	Access new information on historic and/or contemporary

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	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, Advanced- 0707020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3935>

BASIC INFORMATION

Course Number:	0707020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Chinese - Advanced, 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 Title:	M/J Chinese, Advanced
Course Abbreviated Title:	M/J CHIN ADV
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: 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. This course shall integrate the Goal 3 Student Performance

	<p>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 benchmarks and Florida Standards for English language arts and mathematics.</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.

<u>LAFS.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>LAFS.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

	<p>clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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

	<p>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>
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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.

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<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.

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<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, Beginning- 0708000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4822>

BASIC INFORMATION

Course Number:	0708000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Spanish, Beginning, 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 Title:	M/J Spanish, Beginning
Course Abbreviated Title:	M/J SPANISH BEG
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	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. This course shall integrate the Goal 3 Student Performance

	<p>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 benchmarks and Florida Standards for English language arts and mathematics.</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), 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.

<p><u>LAFS.6.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 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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.</p>
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	<ul style="list-style-type: none"> 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>LAFS.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>LAFS.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>LAFS.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>LAFS.68.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul 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>LAFS.68.WHST.1.2:</u>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<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.

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<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

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	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

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4826>

BASIC INFORMATION

Course Number:	0708010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Spanish, Intermediate, 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 Title:	M/J Spanish, Intermediate
Course Abbreviated Title:	M/J SPANISH INTERM
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: 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.

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	<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 benchmarks and Florida Standards for English language arts and mathematics.</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), 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.

LAFS.68.RH.1.2:	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.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p>

	<ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.

	<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.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<u>WL.K12.IL.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.IL.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.IL.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.IL.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.IL.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.IL.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.IL.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.IL.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.IL.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.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.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.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the

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	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

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	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 Spanish, Advanced- 0708020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4825>

BASIC INFORMATION

Course Number:	0708020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Spanish, Advanced, 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 Title:	M/J Spanish, Advanced
Course Abbreviated Title:	M/J SPANISH ADV
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Major Concepts/Content: 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>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 benchmarks and Florida Standards for English language arts and mathematics.</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 (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>LAFS.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>LAFS.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.

	<ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.

	<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>
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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.

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<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.

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<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, Beginning- 0709000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4814>

BASIC INFORMATION

Course Number:	0709000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Spanish for Spanish Speakers, Beginning, M/J SPANISH SPEAKS B
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: Spanish</p>
Course Title:	M/J Spanish for Spanish Speakers, Beginning
Course Abbreviated Title:	M/J SPANISH SPEAKS B
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: 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</p>

	<p>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, 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.

<p><u>LAFS.6.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 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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</p>
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	<p>and reflect on ideas under discussion.</p> <ol style="list-style-type: none"> 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>LAFS.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>LAFS.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>LAFS.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>LAFS.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>LAFS.68.WHST.1.2:</u>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	<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.

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<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

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	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 for Spanish Speakers, Intermediate- 0709010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4817>

BASIC INFORMATION

Course Number:	0709010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Spanish for Spanish Speakers, Intermediate, M/J SPANISH SPEAKS I
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: Spanish</p>
Course Title:	M/J Spanish for Spanish Speakers, Intermediate
Course Abbreviated Title:	M/J SPANISH SPEAKS I
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: 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</p>

	<p>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, 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>LAFS.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>LAFS.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 distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>

	<ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.

	<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.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<u>WL.K12.IL.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.IL.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.IL.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.IL.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.IL.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.IL.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.IL.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.IL.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.IL.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.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.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.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.7.2:</u>	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the

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	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

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	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 Spanish for Spanish Speakers, Advanced- 0709020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4824>

BASIC INFORMATION

Course Number:	0709020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Spanish for Spanish Speakers, Advanced, M/J SPANISH SPEAKS A
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: Spanish</p>
Course Title:	M/J Spanish for Spanish Speakers, Advanced
Course Abbreviated Title:	M/J SPANISH SPEAKS A
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>Major Concepts/Content: 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</p>

	<p>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, 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>LAFS.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>LAFS.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 distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>

	<ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.

	<ul 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.
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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

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	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.

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<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 World Language Humanities for International Studies 1- 0710000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4813>

BASIC INFORMATION

Course Number:	0710000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J World Language Humanities for International Studies 1, M/J WL INTL STUDIES1
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: World Language Humanities for International Studies</p>
Course Title:	M/J World Language Humanities for International Studies 1
Course Abbreviated Title:	M/J WL INTL STUDIES1
Course length:	Year (Y)
Course Level:	2
Status:	Data entry status - hidden
General Notes:	<p>Major Concepts/Content: 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</p>

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in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.

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 benchmarks and Florida Standards for English language arts and mathematics.

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 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).

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.

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

STANDARDS (66)

Standard 1:

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Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Standard 2:

Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Standard 3:

Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Standard 4:

Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Standard 5:

Presentational Writing: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Standard 6:

Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Standard 7:

Connections: The student will be able to acquire, reinforce, and further his/her knowledge of

other disciplines through the target language.

Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Communities: The student will be able to use the target language both within and beyond the

school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

LAFS.6.SL.1.1:

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

	<p>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>LAFS.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>LAFS.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>LAFS.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>LAFS.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>LAFS.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

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	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.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.

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<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.

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

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4818>

BASIC INFORMATION

Course Number:	0710010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J World Language Humanities for International Studies 2, M/J WL INTL STUDIES2
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: World Language Humanities for International Studies</p>
Course Title:	M/J World Language Humanities for International Studies 2
Course Abbreviated Title:	M/J WL INTL STUDIES2
Course length:	Year (Y)
Course Level:	2
Status:	Data entry status - hidden
General Notes:	<p>Major Concepts/Content: 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</p>

as, history, geography, philosophy, and the arts. This is a one-year course.

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 benchmarks and Florida Standards for English language arts and mathematics.

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 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).

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.

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

STANDARDS (27)

Standard 1:

Interpretive Listening: The student will be able to understand and interpret information,

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concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Standard 2:

Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Standard 3:

Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Standard 4:

Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Standard 5:

Presentational Writing: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Standard 6:

Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Standard 7:

Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Standard 8:

Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Standard 9:

Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

LAFS.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.

	<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>LAFS.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>LAFS.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>LAFS.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>LAFS.68.WHST.1.1:</u></p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul 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>LAFS.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.IL.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.IL.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.IL.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<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.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.IL.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.IL.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<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.



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[WL.K12.NM.9.2:](#)

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/Public/PreviewCourse/Preview/4821>

BASIC INFORMATION

Course Number:	0710020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Foreign Language Humanities for International Studies 3, M/J FL INTL STUDIES3
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: World Languages</p> <p>SubSubject: Foreign Language Humanities for International Studies</p>
Course Title:	M/J World Language Humanities for International Studies 3
Course Abbreviated Title:	M/J WRLDLNG INTL ST3
Course length:	Year (Y)
Course Level:	2
Status:	State Board Approved
Version Description:	<p>Major Concepts/Content: 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</p>

in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.

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 benchmarks and Florida Standards for English language arts and mathematics.

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 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).

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.

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

STANDARDS (64)

<p><u>LAFS.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>LAFS.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>LAFS.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>LAFS.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>LAFS.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>LAFS.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>
<p><u>WL.K12.II.1.5:</u></p>	<p>Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p>
<p><u>WL.K12.II.1.6:</u></p>	<p>Demonstrate understanding of multiple-step directions and instructions in familiar settings.</p>
<p><u>WL.K12.II.3.5:</u></p>	<p>Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.</p>

<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

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	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.

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<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.

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<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, Beginning- 0711000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4603>

BASIC INFORMATION

Course Number:	0711000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Japanese, Beginning, 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 Title:	M/J Japanese, Beginning
Course Abbreviated Title:	M/J JAPANESE BEG
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</p>

subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

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).

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.

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

STANDARDS (67)

LAFS.6.SL.1.1:

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.

- 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

	<p>topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<u>LAFS.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>LAFS.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>LAFS.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>LAFS.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 distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<u>LAFS.68.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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),</p>

	<p>and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>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>	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.

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<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.

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<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 Japanese, Intermediate-0711010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4608>

BASIC INFORMATION

Course Number:	0711010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Japanese, Intermediate, 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 Title:	M/J Japanese, Intermediate
Course Abbreviated Title:	M/J JAPANESE INTERM
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	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. This course shall integrate the Goal 3 Student Performance

	<p>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 benchmarks and Florida Standards for English language arts and mathematics.</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. 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>LAFS.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>LAFS.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

	<p>clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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

	<p>others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<u>WL.K12.IL.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.IL.1.2:</u>	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
<u>WL.K12.IL.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.IL.2.2:</u>	Interpret written literary text in which the writer tells or asks about familiar topics.
<u>WL.K12.IL.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.IL.2.4:</u>	Demonstrate understanding of vocabulary used in context when following written directions.
<u>WL.K12.IL.3.1:</u>	Initiate and engage in a conversation on familiar topics.
<u>WL.K12.IL.3.2:</u>	Interact with others in everyday situations.
<u>WL.K12.IL.3.3:</u>	Express and react to feelings and emotions in real life situations.
<u>WL.K12.IL.3.4:</u>	Exchange information about familiar academic and social topics including participation in an interview.
<u>WL.K12.IL.3.5:</u>	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

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<u>WL.K12.IL.4.1:</u>	Present information on familiar topics using a series of sentences with sufficient details.
<u>WL.K12.IL.4.2:</u>	Describe people, objects, and situations using a series of sequenced sentences.
<u>WL.K12.IL.4.3:</u>	Express needs, wants, and plans using a series of sentences that include essential details.
<u>WL.K12.IL.4.4:</u>	Provide a logical sequence of instructions on how to make something or complete a task.
<u>WL.K12.IL.5.1:</u>	Write on familiar topics and experiences using main ideas and supporting details.
<u>WL.K12.IL.5.2:</u>	Describe a familiar event or situation using a variety of sentences and with supporting details
<u>WL.K12.IL.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.

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<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.

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<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 Japanese, Advanced- 0711020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4235>

BASIC INFORMATION

Course Number:	0711020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Japanese, Advanced, 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 Title:	M/J Japanese, Advanced
Course Abbreviated Title:	M/J JAPANESE ADV
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	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. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and

	<p>Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</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>LAFS.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>LAFS.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

	<p>understanding of the topic or text, using credible sources.</p> <ul style="list-style-type: none"> 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>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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

	<p>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>
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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.

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<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.

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.



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Course: M/J Turkish, Beginning- 0712000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4819>

BASIC INFORMATION

Course Number:	0712000
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Turkish, Beginning, 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 Title:	M/J Turkish, Beginning
Course Abbreviated Title:	M/J TURKISH B
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</p>

	<p>subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.</p>
<p>General Notes:</p>	<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 school world languages placement policies for those students who complete the M/J Turkish sequences in middle school.</p>

STANDARDS (66)

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

<p><u>LAFS.6.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 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.
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<u>LAFS.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>LAFS.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>LAFS.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>LAFS.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>LAFS.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

	<p>and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>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>	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

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	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.

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<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 Turkish, Intermediate- 0712010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4823>

BASIC INFORMATION

Course Number:	0712010
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Turkish, Intermediate, 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 Title:	M/J Turkish, Intermediate
Course Abbreviated Title:	M/J TURKISH I
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</p>

	subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.
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 school world languages placement policies for those students who complete the M/J Turkish sequences in middle school.</p>

STANDARDS (62)

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

<u>LAFS.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>LAFS.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><u>LAFS.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>LAFS.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.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	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.
<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.

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<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.II.6.2:</u>	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
<u>WL.K12.II.6.3:</u>	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
<u>WL.K12.II.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.II.7.1:</u>	Access information in the target language to reinforce previously acquired content area knowledge.
<u>WL.K12.II.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.II.8.1:</u>	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
<u>WL.K12.II.8.2:</u>	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages

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	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, Advanced- 0712020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4815>

BASIC INFORMATION

Course Number:	0712020
Grade Levels:	6,7,8
Keyword:	Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, General, world languages, M/J Turkish, Advanced, 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 Title:	M/J Turkish, Advanced
Course Abbreviated Title:	M/J TURKISH A
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</p>

	subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.
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 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>

STANDARDS (64)

<u>LAFS.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>LAFS.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.

	<ul style="list-style-type: none"> d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.68.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <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>LAFS.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.
<u>LAFS.8.SL.1.3:</u>	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.
<u>LAFS.8.SL.2.4:</u>	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.
<u>WL.K12.IL.1.3:</u>	Demonstrate understanding of the main idea and essential details in 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.

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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.
<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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Modern World Languages

Course Title: M/J Language and Literature for International Studies 1
Course Number: 0710030
Grade Level: 6-8
Course Level: 2

Major Concepts/Content:

M/J Language and Literature for International Studies 1 builds upon the language skills and cultural knowledge of native speakers. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. This is a **one-year** course.

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 Sunshine State Standards benchmarks.

Special Note. This course is intended for students who are already proficient in the language. Course content requirements for the two-course sequence M/J Language and Literature for International Studies 1 (0710030) and M/J Language and Literature for International Studies 2 (0710040) are equivalent to Language and Literature for International Studies 1 (0715305). Course content requirements for the two-course sequence that includes M/J Language and Literature for International Studies 1 (0710030) and M/J Language and Literature for International Studies 2 (0710040) may be equivalent to the two-course sequence Language and Literature for International Studies 1 (0715305) and Language and Literature for International Studies 2 (0715315).

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 Language and Literature for International Studies sequences in middle school.

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

Standard 1: Interpretive Listening: <i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i>
Benchmarks:
WL.K12.NM.1.1: Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
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.
WL.K12.NM.1.3: Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings.
WL.K12.NM.1.4: Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5: Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6: Follow short, simple directions.
WL.K12.NH.1.1: Demonstrate understanding of familiar topics, and frequently used expressions-supported by a variety of actions.
WL.K12.NH.1.2:

Demonstrate understanding of short conversations, in familiar contexts.

Standard 2: Interpretive Reading: <i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i>
Benchmarks:
WL.K12.NM.2.1: Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2: Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3: Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4: Recognize words and phrases when used in context on familiar topics.
WL.K12.NH.2.1: Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2: Identify the elements of story such as setting, theme and characters.
Standard 3: Interpersonal Communication: <i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i>
Benchmarks:
WL.K12.NM.3.1: Introduce self and others using basic culturally appropriate greetings.
WL.K12.NM.3.2: Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3: Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4: Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5: Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6: Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7: Understand and respond appropriately to simple directions.
WL.K12.NM.3.8: Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NH.3.1: Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2: Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3: Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4: Ask and answer a variety of questions about personal information.
Standard 4: Presentational Speaking: <i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i>
Benchmarks:
WL.K12.NM.4.1: Provide basic information about self and immediate surroundings using words and phrases, and memorized expressions.
WL.K12.NM.4.2: Present personal information about self and others.
WL.K12.NM.4.3: Express likes and dislikes.
WL.K12.NM.4.4: Provide an account of daily activities.

WL.K12.NM.4.5: Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6: Present simple information about a familiar topic using visuals.
WL.K12.NH.4.1: Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2: Describe aspects of daily life using complete sentences.
Standard 5: Presentational Writing: <i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i>
Benchmarks:
WL.K12.NM.5.1: Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2: Fill out a simple form with basic information.
WL.K12.NM.5.3: Write simple sentences about self and /or others.
WL.K12.NM.5.4: Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5: Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6: Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7: Draw pictures in sequence to demonstrate a story plot.
WL.K12.NH.5.1: Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2: Write simple statements to describe aspects of daily life.
Standard 6: Culture: <i>The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i>
Benchmarks:
WL.K12.NM.6.1: Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
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).
WL.K12.NM.6.3: Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4: Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
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.
WL.K12.NH.6.2: Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

<p>Standard 7: Connections: <i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i> Comparisons: <i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i> Communities: <i>The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.</i></p>
<p>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>
<p>Benchmarks:</p>
<p>WL.K12.NM.7.1: Identify keywords and phrases in the target language that are based on previous knowledge acquired in subject area classes.</p>
<p>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.</p>
<p>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.</p>
<p>WL.K12.NM.8.2: Recognize true and false cognates in the target language and compare them to own language.</p>
<p>WL.K12.NM.8.3: Identify celebrations typical of the target culture and one's own.</p>
<p>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.</p>
<p>WL.K12.NM.9.2: Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.</p>
<p>WL.K12.NH.7.1 Use vocabulary acquired in the target language to access new knowledge from other disciplines.</p>
<p>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.</p>
<p>WL.K12.NH.8.2: Compare basic sound patterns and grammatical structures between the target language and own language.</p>
<p>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.)</p>
<p>WL.K12.NH.9.1: Use key target language vocabulary to communicate with others within and beyond the school setting.</p>

**English Language Arts Standards
Speaking and Listening Standards
Comprehension and Collaboration
LAFS.7.SL.1.1**

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 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.

LAFS.7.SL.1.3

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

LAFS.7.SL.2.4

4. 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.

Literacy in History/Social Studies

Key Ideas and Details

LAFS.68.RH.1.2

2. 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.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

LAFS.68.WHST.1.1

1. Write arguments focused on *discipline-specific content*.
 - 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.

LAFS.68.WHST.1.2

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.

Modern World Languages

Course Title: M/J Language and Literature for International Studies 2
Course Number: 0710040
Grade Level: 6-8
Course Level: 2

Major Concepts/Content:

M/J Language and Literature for International Studies 2 builds upon the language skills and cultural knowledge of native speakers. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. This is a **one-year** course.

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 Sunshine State Standards benchmarks.

Special Note. This course is intended for students who are already proficient in the language. Course content requirements for the two-course sequence M/J Language and Literature for International Studies 1 (0710030) and M/J Language and Literature for International Studies 2 (0710040) are equivalent to Language and Literature for International Studies 1 (0715305). Course content requirements for the two-course sequence that includes M/J Language and Literature for International Studies 1 (0710030) and M/J Language and Literature for International Studies 2 (0710040) may be equivalent to the two-course sequence Language and Literature for International Studies 1 (0715305) and Language and Literature for International Studies 2 (0715315).

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 Language and Literature for International Studies sequences in middle school.

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

Standard 1: Interpretive Listening: <i>The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.</i>
Benchmarks:
WL.K12.NH.1.3: Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4: Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5: Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6: Follow directions or instructions to complete a task when expressed in short conversations.
WL.K2.IL.1.1: Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2: Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

<p>Standard 2: Interpretive Reading: <i>The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</i></p>
<p>Benchmarks:</p>
<p>WL.K12.NH.2.3: Demonstrate understanding of signs and notices in public places.</p>
<p>WL.K12.NH.2.4: Identify key detailed information needed to fill out forms.</p>
<p>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.</p>
<p>WL.K12.IL.2.2: Interpret written literary text in which the writer tells or asks about familiar topics.</p>
<p>WL.K12.IL.2.3: Determine the meaning of a message and identify the author's purpose of authentic written texts such as advertisements, and public announcement.</p>
<p>WL.K12.IL.2.4: Demonstrate understanding of vocabulary used in context when following written directions.</p>
<p>Standard 3: Interpersonal Communication: <i>The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</i></p>
<p>Benchmarks:</p>
<p>WL.K12.NH.3.5: Exchange information about meeting someone including where to go, how to get there, and what do and why.</p>
<p>WL.K12.NH.3.6: Use basic language skills supported by body language and gestures to express agreement and disagreement.</p>
<p>WL.K12.NH.3.7: Ask for and give simple directions to go somewhere or to complete a task.</p>
<p>WL.K12.NH.3.8: Describe a problem or a situation with sufficient details in order to be understood.</p>
<p>WL.K12.IL.3.1: Initiate and engage in a conversation on familiar topics.</p>
<p>WL.K12.IL.3.2: Interact with others in everyday situations.</p>
<p>WL.K12.IL.3.3: Express and react to feelings and emotions in real life situations.</p>
<p>WL.K12.IL.3.4: Exchange information about familiar academic and social topics including participation in an interview.</p>
<p>WL.K12.IL.3.5: Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.</p>
<p>Standard 4: Presentational Speaking: <i>The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</i></p>
<p>Benchmarks:</p>
<p>WL.K12.NH.4.3: Describe familiar experiences or events using both general and specific language.</p>
<p>WL.K12.NH.4.4: Present personal information about one's self and others.</p>
<p>WL.K12.NH.4.5: Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.</p>
<p>WL.K12.NH.4.6: Use verbal and non verbal communication when making announcements or introductions.</p>
<p>WL.K12.IL.4.1: Present information on familiar topics using a series of sentences with sufficient details.</p>
<p>WL.K12.IL.4.2: Describe people, objects, and situations using a series of sequenced sentences.</p>
<p>WL.K12.IL.4.3: Express needs, wants, and plans using a series of sentences that include essential details.</p>

WL.K12.IL.4.4: Provide a logical sequence of instructions on how to make something or complete a task.
Standard 5: Presentational Writing: <i>The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.</i>
Benchmarks:
WL.K12.NH.5.3: Write a description of a familiar experience or event.
WL.K12.NH.5.4: Write short personal notes using a variety of media.
WL.K12.NH.5.5: Request information in writing to obtain something needed.
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).
WL.K12.NH.5.7: Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.IL.5.1: Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2: Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3: Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4: Compare and contrast information, concepts and ideas.
Standard 6: Culture: <i>The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</i>
Benchmarks:
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.)
WL.K12.NH.6.4: Identify cultural artifacts, symbols, and images of the target culture(s).
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.
WL.K12.IL.6.2: Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3: Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4: Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs).

<p>Standard 7: Connections: <i>The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</i></p> <p>Standard 8: Comparisons: <i>The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.</i></p> <p>Standard 9: Communities: <i>The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.</i></p>
<p>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>
<p>Benchmarks:</p>
<p>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.</p>
<p>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.</p>
<p>WL.K12.NH.8.2: Compare basic sound patterns and grammatical structures between the target language and own language.</p>
<p>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.)</p>
<p>WL.K12.NH.9.1: Use key target language vocabulary to communicate with others within and beyond the school setting.</p>
<p>WL.K12.NH.9.2: Use communication tools to establish a connection with a peer from a country where the target language is spoken</p>
<p>WL.K12.IL.7.1: Access information in the target language to reinforce previously acquired content area knowledge.</p>
<p>WL.K12.IL.7.2: Access new information on historic and/or contemporary influences that underline selected cultural practices from the target language and culture to obtain new knowledge in the content areas.</p>
<p>WL.K12.IL.8.1: Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.</p>
<p>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.</p>
<p>WL.K12.IL.8.3: Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math.</p>
<p>WL.K12.IL.9.1: Use the target language to participate in different activities for personal enjoyment and enrichment.</p>

**English Language Arts Standards
Speaking and Listening Standards
Comprehension and Collaboration
LAFS.8.SL.1.1**

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.

LAFS.8.SL.1.3

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.

Presentation of Knowledge and Ideas

LAFS.8.SL.2.4

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.

Literacy in History/Social Studies

Key Ideas and Details

LAFS.68.RH.1.2

2. 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.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

LAFS.68.WHST.1.1

1. Write arguments focused on *discipline-specific content*.
 - 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.

LAFS.68.WHST.1.2

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.