

World Languages

Elementary French (#5007000) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

French-Elementary 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in French.

GENERAL INFORMATION

Course Number: 5007000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** World Languages > **SubSubject:**
General >

Abbreviated Title: ELEM FRENCH

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Elementary French (#5007000) 2022 - And Beyond

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WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

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

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in French.

GENERAL INFORMATION

Course Number: 5007000

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: World Languages > SubSubject:
General >

Abbreviated Title: ELEM FRENCH

Course Status: State Board Approved

Educator Certifications

- French (Secondary Grades 7-12)
- French (Elementary and Secondary Grades K-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)

Elementary German (#5007010) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

German-Elementary 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in German.

GENERAL INFORMATION

Course Number: 5007010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** World Languages > **SubSubject:**
General >

Abbreviated Title: ELEM GERMAN

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Elementary German (#5007010) 2022 - And Beyond

Course Standards

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WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

German-Elementary 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 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.

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

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in German.

GENERAL INFORMATION

Course Number: 5007010

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: World Languages > SubSubject:
General >
Abbreviated Title: ELEM GERMAN

Course Status: State Board Approved

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Elementary Spanish (#5007020) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Spanish-Elementary 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) or Prekindergarten/Primary certification must be able to locally document proficiency in Spanish.

GENERAL INFORMATION

Course Number: 5007020

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: World Languages > **SubSubject:**
 General >

Course Status: Course Approved

Grade Level(s): K, 1, 2, 3, 4, 5, PreK

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Elementary Spanish (#5007020) 2022 - And Beyond

Course Standards

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WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
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WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
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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.
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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.
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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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Spanish-Elementary 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 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.

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

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) or Prekindergarten/Primary certification must be able to locally document proficiency in Spanish.

GENERAL INFORMATION

Course Number: 5007020

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: World Languages > SubSubject:
General >
Abbreviated Title: ELEM SPANISH

Course Status: State Board Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Elementary Italian (#5007040) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Italian-Elementary 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in Italian.

GENERAL INFORMATION

Course Number: 5007040

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 General >

Abbreviated Title: ELEM ITALIAN

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Elementary Italian (#5007040) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
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WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
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WL.K12.NH.4.4:	Present personal information about one's self and others.
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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.)
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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 on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
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WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
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WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
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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.

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WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
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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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

ELA.K12.EE.3.1:

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Italian-Elementary 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 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.

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

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

Holders of either Elementary Education certification (K-6 or 1-6) must be able to locally document proficiency in Italian.

GENERAL INFORMATION

Course Number: 5007040

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: World Languages > SubSubject:
General >

Abbreviated Title: ELEM ITALIAN

Course Status: State Board Approved

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Elementary Chinese (#5007050) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Chinese-Elementary 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 5007050

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades PreK to 5 Education
 Courses > Subject: World Languages > SubSubject:

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Elementary Chinese (#5007050) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Chinese-Elementary 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 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.

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

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 5007050

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: World Languages > SubSubject:
General >
Abbreviated Title: ELEM CHINESE

Course Status: State Board Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Elementary Greek (#5007060) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Greek-Elementary 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 5007060

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades PreK to 5 Education
 Courses > Subject: World Languages > SubSubject:

General >

Abbreviated Title: ELEM GREEK

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

Elementary Greek (#5007060) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
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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.)
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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.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.
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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.
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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.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.5.6:	Pre-write by drawing pictures to support ideas related to a task.
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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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Greek-Elementary 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 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.

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

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 5007060

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades PreK to 5 Education
 Courses > Subject: World Languages > SubSubject:
 General >

Abbreviated Title: ELEM GREEK

Course Status: State Board Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

Elementary Haitian Creole (#5007070) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Haitian Creole-Elementary 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.

GENERAL INFORMATION

Course Number: 5007070

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades PreK to 5 Education
 Courses > Subject: World Languages > SubSubject:

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

Elementary Haitian Creole (#5007070) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
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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.)
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WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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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 on 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.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.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.

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WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
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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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

ELA.K12.EE.3.1:

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Haitian Creole-Elementary 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 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.

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

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.

GENERAL INFORMATION

Course Number: 5007070

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: World Languages > SubSubject:
General >

Abbreviated Title: ELEM HAITIAN CREOLE

Course Status: State Board Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

Elementary Portuguese (#5007080) 2020 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Portuguese-Elementary 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 5007080

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades PreK to 5 Education
 Courses > Subject: World Languages > SubSubject:

General >

Abbreviated Title: ELEM PORTUGUESE

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Elementary Portuguese (#5007080) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
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WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.5.6:	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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Portuguese-Elementary 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 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.

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

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 5007080

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: World Languages > SubSubject:
General >
Abbreviated Title: ELEM PORTUGUESE

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Elementary Latin (#5007090) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Elementary Latin 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 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.

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

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 5007090

Course Path: **Section:** Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 General >

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Latin (Elementary and Secondary Grades K-12)

Latin (Secondary Grades 7-12)

Elementary Latin (#5007090) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Elementary Latin 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 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.

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

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 5007090

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** World Languages > **SubSubject:** General >

Abbreviated Title: ELEM LATIN

Course Status: State Board Approved

Educator Certifications

Latin (Elementary and Secondary Grades K-12)

Latin (Secondary Grades 7-12)

Elementary Hebrew (#5007100) 2021 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
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.
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.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.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Elementary Hebrew 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 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.

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 5007100

Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** World Languages > **SubSubject:**
General >

Abbreviated Title: ELEM HEBREW

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

Elementary Hebrew (#5007100) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
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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.
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WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
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WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div> <p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively.

MA.K12.MTR.4.1:

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:	Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Elementary Hebrew 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 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.

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

GENERAL NOTES

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 5007100

Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** World Languages > **SubSubject:**
General >

Abbreviated Title: ELEM HEBREW

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

M/J International Baccalaureate MYP Intro to World Languages 1 (#0700030) 2020 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
<http://www.ibo.org/en/programmes/>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0700030

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
World Language for International Studies >
Abbreviated Title: M/J IB MYP INT WLNG1
Course Length: Year (Y)
Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Arabic (Elementary and Secondary Grades K-12)
French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Greek (Secondary Grades 7-12)
Greek (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Portuguese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J International Baccalaureate MYP Intro to World Languages 2 (#0700040) 2020 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
<http://www.ibo.org/en/programmes/>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0700040

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
World Language for International Studies >
Abbreviated Title: M/J IB MYP INT WLNG2
Course Length: Year (Y)
Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Arabic (Elementary and Secondary Grades K-12)
French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Greek (Secondary Grades 7-12)
Greek (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Portuguese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J International Baccalaureate MYP Intro to World Languages 3 (#0700050) 2020 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
<http://www.ibo.org/en/programmes/>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.
- Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0700050

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
World Language for International Studies >
Abbreviated Title: M/J IB MYP INT WLNG3
Course Length: Year (Y)
Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Arabic (Elementary and Secondary Grades K-12)
French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Greek (Secondary Grades 7-12)
Greek (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Portuguese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J World Language Transfer (#0700220) 2015 - 2022 (current)

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

GENERAL INFORMATION

Course Number: 0700220

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** World Languages > **SubSubject:** Turkish >

Abbreviated Title: M/J WORLD LANG TRANS

Course Length: Not Applicable

Course Type: Transfer Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers. </div>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0700220

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 Turkish >

Abbreviated Title: M/J WORLD LANG TRANS
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 6,7,8

M/J French, Beginning (#0701000) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J French 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 Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Florida Standards benchmarks.

Special Note. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

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 French 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
French >

Abbreviated Title: M/J FRENCH BEG

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

M/J French, Beginning (#0701000) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or **make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J French 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 Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Florida Standards benchmarks.

Special Note. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

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 French 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 French >
Abbreviated Title: M/J FRENCH BEG
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

M/J Exploratory French, Beginning (#0701005) 2015 - 2022 (current)

Course Standards

Name	Description
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.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
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.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
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.6.3:	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.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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 discipline-specific content. <ol style="list-style-type: none"> 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

M/J Exploratory French, Beginning, is a one semester beginning exploratory course that will introduce students to French language and culture.

This course 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 semester 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 Florida Standards benchmarks.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

GENERAL INFORMATION

Course Number: 0701005

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
French >

Abbreviated Title: M/J EXPL FRENCH BEG

Course Length: Semester (S)

Course Level: 2

Course Status: Course Approved

Educator Certifications

French (Elementary and Secondary Grades K-12)

French (Secondary Grades 7-12)

M/J Exploratory French, Beginning (#0701005) 2022 - And Beyond

Course Standards

Name	Description
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.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
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.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
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.6.3:	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.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

M/J Exploratory French, Beginning, is a one semester beginning exploratory course that will introduce students to French language and culture.

This course 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 semester 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 Florida Standards benchmarks.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

GENERAL INFORMATION

Course Number: 0701005

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
French >

Abbreviated Title: M/J EXPL FRENCH BEG

Course Length: Semester (S)

Course Level: 2

Course Status: State Board Approved

Educator Certifications

French (Elementary and Secondary Grades K-12)

French (Secondary Grades 7-12)

M/J French, Intermediate (#0701010) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 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:	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.
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. 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:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J French 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 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. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

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 French 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
French >

Abbreviated Title: M/J FRENCH INTERM

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

M/J French, Intermediate (#0701010) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1: Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J French 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 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. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

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 French 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

French >

Abbreviated Title: M/J FRENCH INTERM

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

M/J French, Advanced (#0701020) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.: a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <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.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J French 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 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. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

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 French 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
French >

Abbreviated Title: M/J FRENCH ADV

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

M/J French, Advanced (#0701020) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.: a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J French 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 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. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

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 French 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

French >

Abbreviated Title: M/J FRENCH ADV

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

M/J International Baccalaureate MYP French 1 (#0701050) 2015 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
<http://www.ibo.org/en/programmes/>

GENERAL INFORMATION

Course Number: 0701050

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
French >

Abbreviated Title: M/J IB MYP FRENCH 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

M/J International Baccalaureate MYP French 2 (#0701060) 2015 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
<http://www.ibo.org/en/programmes/>

GENERAL INFORMATION

Course Number: 0701060

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
French >

Abbreviated Title: M/J IB MYP FRENCH 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

M/J German, Beginning (#0702000) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	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.
LAFS.6.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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.
	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1:	<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.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2:	<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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J German 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 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. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

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 German 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
German >
Abbreviated Title: M/J GERMAN BEG
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

M/J German, Beginning (#0702000) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or **make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J German 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 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. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

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 German 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 German >

Abbreviated Title: M/J GERMAN BEG

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6, 7, 8

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

M/J German, Intermediate (#0702010) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 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:	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.
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. 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:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J German 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 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. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

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 German 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
German >

Abbreviated Title: M/J GERMAN INTERM

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

M/J German, Intermediate (#0702010) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J German 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 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. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

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 German 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

German >

Abbreviated Title: M/J GERMAN INTERM

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

M/J German, Advanced (#0702020) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J German 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 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. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

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 German 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
German >

Abbreviated Title: M/J GERMAN ADV

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J German 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 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. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

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 German 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
German >
Abbreviated Title: M/J GERMAN ADV
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

M/J American Sign Language Beginning (#0704000) 2015 -

2022 (current)

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	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.
LAFS.6.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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.
	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1:	<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.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2:	<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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 **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. 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 American Sign Language 1 (0717300).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.

GENERAL INFORMATION

Course Number: 0704000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
American Sign Language >

Abbreviated Title: M/J AMER SIGN BEG

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

M/J American Sign Language Beginning (#0704000) 2022 -

And Beyond

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	<p>Clarifications:</p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
	<p>Clarifications:</p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
	<p>Clarifications:</p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.
	<p>Clarifications:</p> <p>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 **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. 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 American Sign Language 1 (0717300).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.

GENERAL INFORMATION	
Course Number: 0704000	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: World Languages > SubSubject: American Sign Language >
	Abbreviated Title: M/J AMER SIGN BEG
	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 6,7,8	

M/J American Sign Language, Intermediate (#0704010) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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. 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.1.1:	
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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. 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:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 **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. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.

GENERAL INFORMATION

Course Number: 0704010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
American Sign Language >
Abbreviated Title: M/J AMER SIGN, INTER
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

M/J American Sign Language, Intermediate (#0704010) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 **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. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.

GENERAL INFORMATION

Course Number: 0704010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** World Languages > **SubSubject:** American Sign Language > **Abbreviated Title:** M/J AMER SIGN, INTER
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

M/J American Sign Language, Advanced (#0704020) 2015 -

2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 included in this **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. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.

GENERAL INFORMATION

Course Number: 0704020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
American Sign Language >

Abbreviated Title: M/J AMER SIGN, ADV

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

M/J American Sign Language, Advanced (#0704020) 2022 -

And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 included in this **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. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus American Sign Language Endorsement.

GENERAL INFORMATION

Course Number: 0704020

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
American Sign Language >
Abbreviated Title: M/J AMER SIGN, ADV
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

M/J Hebrew Beginning (#0704100) 2017 - 2022 (current)

Course Standards

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Hebrew 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 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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704100

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Hebrew >

Abbreviated Title: M/J HEBREW BEG

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

M/J Hebrew Beginning (#0704100) 2022 - And Beyond

Course Standards

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Hebrew 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 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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:** <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704100

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Hebrew >

Abbreviated Title: M/J HEBREW BEG

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

M/J Hebrew Intermediate (#0704110) 2017 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 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:	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.
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. 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:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Hebrew Intermediate is a continuation of M/J Beginning Hebrew. 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.

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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704110

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Hebrew >

Abbreviated Title: M/J HEBREW INT

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

Course Standards

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems.

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are **introduced**. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Hebrew Intermediate is a continuation of M/J Beginning Hebrew. 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.

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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704110
Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Hebrew >
Abbreviated Title: M/J HEBREW INT
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)

M/J Hebrew Advanced (#0704120) 2017 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Hebrew Advanced is a continuation of M/J Hebrew Intermediate. 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 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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704120

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Hebrew >

Abbreviated Title: M/J HEBREW ADV

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

M/J Hebrew Advanced (#0704120) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Hebrew Advanced is a continuation of M/J Hebrew Intermediate. 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 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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Hebrew sequence in middle school.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:** <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704120

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Hebrew >
Abbreviated Title: M/J HEBREW ADV
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

M/J Italian, Beginning (#0705000) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Italian >
Abbreviated Title: M/J ITALIAN BEG
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

M/J Italian, Beginning (#0705000) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or **make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 Italian >
Abbreviated Title: M/J ITALIAN BEG
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

M/J Italian, Intermediate (#0705010) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Italian >

Abbreviated Title: M/J ITALIAN INTERM

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

M/J Italian, Intermediate (#0705010) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

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 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. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
Italian >

Abbreviated Title: M/J ITALIAN INTERM

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

M/J Italian, Advanced (#0705020) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Italian >

Abbreviated Title: M/J ITALIAN ADV

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

M/J Italian, Advanced (#0705020) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

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 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. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
Italian >

Abbreviated Title: M/J ITALIAN ADV

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

M/J Latin, Beginning (#0706000) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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.

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. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Latin >

Abbreviated Title: M/J LATIN BEG

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

M/J Latin, Beginning (#0706000) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or **make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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.

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. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 Latin >
Abbreviated Title: M/J LATIN BEG
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

M/J Latin, Intermediate (#0706010) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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. 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.1.1:	
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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. 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:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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.

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 for English language arts and mathematics.

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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Latin >

Abbreviated Title: M/J LATIN INTERM

Course Level: 2

Course Number: 0706010

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

M/J Latin, Intermediate (#0706010) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

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.

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 for English language arts and mathematics.

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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

Latin >

Abbreviated Title: M/J LATIN INTERM

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

M/J Latin, Advanced (#0706020) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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.

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. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
Latin >

Abbreviated Title: M/J LATIN ADV

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

M/J Latin, Advanced (#0706020) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

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.

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. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

Latin >

Abbreviated Title: M/J LATIN ADV

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

M/J Chinese Beginning (#0707000) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	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.
LAFS.6.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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.
	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1:	<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.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2:	<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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. This is a one-year course. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0707000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Chinese >
Abbreviated Title: M/J CHIN BEG
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

M/J Chinese Beginning (#0707000) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or **make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. This is a one-year course. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0707000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 Chinese >
Abbreviated Title: M/J CHIN BEG
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

M/J Chinese Intermediate (#0707010) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

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. This is a one-year course. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0707010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
Chinese >

Abbreviated Title: M/J CHIN INTERM

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

M/J Chinese Intermediate (#0707010) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

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.

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. This is a one-year course. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0707010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

Chinese >

Abbreviated Title: M/J CHIN INTERM

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

M/J Chinese Advanced (#0707020) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. This is a one-year course. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0707020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Chinese >

Abbreviated Title: M/J CHIN ADV

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

M/J Chinese Advanced (#0707020) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

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 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. This is a one-year course. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0707020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
Chinese >

Abbreviated Title: M/J CHIN ADV

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

M/J Russian Beginning (#0707100) 2018 - 2022 (current)

Course Standards

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	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.
LAFS.6.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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.
	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1:	<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.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2:	<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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

M/J Russian 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.

Special Note: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [{{AzureStorageLink}}/uploads/docs/standards/eld/si.pdf](#).

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707100

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Russian >

Abbreviated Title: M/J RUSSIAN BEGIN

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

M/J Russian Beginning (#0707100) 2022 - And Beyond

Course Standards

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

M/J Russian 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.

Special Note: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:** [{{AzureStorageLink}}/uploads/docs/standards/eld/si.pdf](#).

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707100

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Russian >

Abbreviated Title: M/J RUSSIAN BEGIN

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

M/J Russian Intermediate (#0707110) 2018 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 discipline-specific content.</p> <ol style="list-style-type: none"> 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

M/J Russian Intermediate is a continuation of M/J Beginning Russian. 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.

Special Note: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [{{AzureStorageLink}}/uploads/docs/standards/eld/si.pdf](#).

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707110

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Russian >
Abbreviated Title: M/J RUSSIAN INTERMED
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

M/J Russian Intermediate (#0707110) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems.

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are **introduced**. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

M/J Russian Intermediate is a continuation of M/J Beginning Russian. 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.

Special Note: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [{{AzureStorageLink}}/uploads/docs/standards/eld/si.pdf](#).

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707110

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Russian >

Abbreviated Title: M/J RUSSIAN INTERMED

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

M/J Russian Advanced (#0707120) 2018 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

M/J Russian Advanced is a continuation of M/J Russian Intermediate. 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.

Special Note: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [{{AzureStorageLink}}/uploads/docs/standards/eld/si.pdf](#).

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707120

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Russian >

Abbreviated Title: M/J RUSSIAN ADVANCED

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

M/J Russian Advanced (#0707120) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
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WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
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WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

M/J Russian Advanced is a continuation of M/J Russian Intermediate. 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.

Special Note: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Russian sequence in middle school.

Course content requirements for the two-course sequence M/J Russian Beginning (0707100) and Intermediate (0707110) are equivalent to Russian 1 (0707300). Course content requirements for the three-course sequence that includes M/J Russian Beginning (0707100), Intermediate (0707110) and Advanced (0707120) may be equivalent to the two-course sequence Russian 1 (0707300) and Russian 2 (0707310).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:** [{{AzureStorageLink}}/uploads/docs/standards/eld/si.pdf](#).

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707120

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Russian >

Abbreviated Title: M/J RUSSIAN ADVANCED

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

M/J Spanish, Beginning (#0708000) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. This is a one-year course. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J SPANISH BEG

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Spanish, Beginning (#0708000) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or **make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. This is a one-year course. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708000

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 Spanish >
Abbreviated Title: M/J SPANISH BEG
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J Spanish, Intermediate (#0708010) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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.

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. This is a one-year course. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J SPANISH INTERM

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Spanish, Intermediate (#0708010) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.

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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

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.

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. This is a one-year course. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

Spanish >

Abbreviated Title: M/J SPANISH INTERM

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Spanish, Advanced (#0708020) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. This is a one-year course. 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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J SPANISH ADV

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Spanish, Advanced (#0708020) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

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 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. This is a one-year course. 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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

Spanish >

Abbreviated Title: M/J SPANISH ADV

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Course Standards

Name	Description
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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. Write arguments focused on discipline-specific content.

LAFS.68.WHST.1.1:	<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>
LAFS.68.WHST.1.2:	<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), 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>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of Spanish language and culture. The content includes, but is not limited to, the following:

- exploration of basic principles of Spanish language;
- cultural concepts related to the Spanish-speaking world, and
- comparisons between the students' own language and culture and that of Spanish-speaking countries.

Major Concepts/Content:

M/J Exploratory Spanish introduces students to the target language and its culture. Students will learn beginning skills of listening and speaking and be introduced to basic skills in reading and writing in Spanish. Also, culture and comparisons are included in this one-semester 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 reflects and includes appropriate Florida Standards benchmarks.

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

GENERAL INFORMATION

<p>Course Number: 0708100</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: World Languages > SubSubject: Spanish ></p>
<p>Course Type: Elective Course Course Status: Course Approved Grade Level(s): 6,7,8</p>	<p>Abbreviated Title: M/J EXPLOR SPAN BEG Course Length: Semester (S) Course Level: 2</p>

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Course Standards

Name	Description
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 on 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.
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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.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.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.
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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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Clarifications:</p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems. </div> <p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>

MA.K12.MTR.2.1:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

<p>MA.K12.MTR.7.1:</p>	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of Spanish language and culture. The content includes, but is not limited to, the following:

- exploration of basic principles of Spanish language;
- cultural concepts related to the Spanish-speaking world, and
- comparisons between the students' own language and culture and that of Spanish-speaking countries.

Major Concepts/Content:

M/J Exploratory Spanish introduces students to the target language and its culture. Students will learn beginning skills of listening and speaking and be introduced to basic skills in reading and writing in Spanish. Also, culture and comparisons are included in this one-semester 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 reflects and includes appropriate Florida Standards benchmarks.

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

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

GENERAL INFORMATION

Course Number: 0708100	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: World Languages > SubSubject: Spanish >
Course Type: Elective Course	Abbreviated Title: M/J EXPLOR SPAN BEG
Course Status: State Board Approved	Course Length: Semester (S)
Grade Level(s): 6,7,8	Course Level: 2

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J Exploratory Spanish, Intermediate (#0708105) 2015 - 2022

(current)

Course Standards

Name	Description
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.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on 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.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
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.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.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
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.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

M/J Exploratory Spanish, Intermediate, is a continuation of M/J Exploratory Spanish, Beginning, and expands on students' knowledge of the target language and its culture. Students will be able to engage in basic skills in listening and speaking activities. Students will also continue learning basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this semester 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.

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

GENERAL NOTES

This course is a one semester intermediate exploratory course that will ideally be offered in seventh grade and will be the second in a series of three to introduce students to Spanish language and culture. Together with M/J Exploratory Spanish, Beginning, and M/J Exploratory Spanish, Advanced, it will provide students with the option of taking an exploratory language course each year in middle school.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

GENERAL INFORMATION

Course Number: 0708105	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: Half credit (.5)	Abbreviated Title: M/J EXPLOR SPAN INT
Course Type: Elective Course	Course Length: Semester (S)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 6,7,8	

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Beyond

Course Standards

Name	Description
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.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on 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.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
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.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.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
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.NM.8.3:	Identify celebrations typical of the target culture and one's own.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
	Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers . Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

M/J Exploratory Spanish, Intermediate, is a continuation of M/J Exploratory Spanish, Beginning, and expands on students' knowledge of the target language and its culture. Students will be able to engage in basic skills in listening and speaking activities. Students will also continue learning basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this semester 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.

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

GENERAL NOTES

This course is a one semester intermediate exploratory course that will ideally be offered in seventh grade and will be the second in a series of three to introduce students to Spanish language and culture. Together with M/J Exploratory Spanish, Beginning, and M/J Exploratory Spanish, Advanced, it will provide students with the option of taking an exploratory language course each year in middle school.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>.

GENERAL INFORMATION

Course Number: 0708105

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Number of Credits: Half credit (.5)

Abbreviated Title: M/J EXPLOR SPAN INT

Course Type: Elective Course

Course Length: Semester (S)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Exploratory Spanish, Advanced (#0708110) 2015 - 2022 (current)

Course Standards

Name	Description
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.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
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.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
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.3.5:	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.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.4.6:	Present simple information about a familiar topic using visuals.
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.5.6:	Pre-write by drawing pictures to support ideas related to a task.
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.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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 discipline-specific content. <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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <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.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

M/J Exploratory Spanish, Advanced, is a continuation of M/J Exploratory Spanish, Beginning and Intermediate. Students will expand upon their knowledge of the target language and culture which they acquired in previous Spanish courses. Students continue practicing 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 semester 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.

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

GENERAL NOTES

This is a one semester advanced exploratory course that will ideally be offered in seventh or eighth grade and will be the last in a series of three exploratory courses to introduce students to Spanish language and culture. Together with M/J Exploratory Spanish and M/J Exploratory Spanish, Intermediate, it will provide students with the option of taking an exploratory language course each year in middle school.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

GENERAL INFORMATION

Course Number: 0708110

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** World Languages > **SubSubject:** Spanish >

Abbreviated Title: M/J EXPLOR SPAN ADV

Course Length: Semester (S)

Course Level: 2

Course Status: Course Approved

Educator Certifications

Spanish (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

Course Standards

Name	Description
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.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
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.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
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.3.5:	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.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.4.6:	Present simple information about a familiar topic using visuals.
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.5.6:	Pre-write by drawing pictures to support ideas related to a task.
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.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div> <p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p>

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

M/J Exploratory Spanish, Advanced, is a continuation of M/J Exploratory Spanish, Beginning and Intermediate. Students will expand upon their knowledge of the target language and culture which they acquired in previous Spanish courses. Students continue practicing 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 semester 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.

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

GENERAL NOTES

This is a one semester advanced exploratory course that will ideally be offered in seventh or eighth grade and will be the last in a series of three exploratory courses to introduce students to Spanish language and culture. Together with M/J Exploratory Spanish and M/J Exploratory Spanish, Intermediate, it will provide students with the option of taking an exploratory language course each year in middle school.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

GENERAL INFORMATION

Course Number: 0708110

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J EXPLOR SPAN ADV

Course Length: Semester (S)

Course Level: 2

Course Status: State Board Approved

Educator Certifications

Spanish (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

M/J Spanish for Spanish Speakers, Beginning (#0709000) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	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.
LAFS.6.SL.1.1:	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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.
	Write arguments focused on discipline-specific content.
LAFS.68.WHST.1.1:	<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.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.2:	<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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >
Abbreviated Title: M/J SPANISH SPEAKS B
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6, 7, 8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Spanish for Spanish Speakers, Beginning (#0709000) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	<p>Clarifications:</p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
	<p>Clarifications:</p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
	<p>Clarifications:</p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.
	<p>Clarifications:</p> <p>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems.

MA.K12.MTR.5.1:

- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

<p>Course Number: 0709000</p> <p>Course Status: State Board Approved</p> <p>Grade Level(s): 6,7,8</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: World Languages > SubSubject: Spanish ></p> <p>Abbreviated Title: M/J SPANISH SPEAKS B</p> <p>Course Level: 2</p>
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Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J Spanish for Spanish Speakers, Intermediate (#0709010) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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. 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.1.1:	
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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. 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:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709010

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J SPANISH SPEAKS I

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Spanish for Spanish Speakers, Intermediate (#0709010) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** World Languages > **SubSubject:** Spanish > **Abbreviated Title:** M/J SPANISH SPEAKS I
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Spanish for Spanish Speakers, Advanced (#0709020) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J SPANISH SPEAKS A

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J Spanish for Spanish Speakers, Advanced (#0709020) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

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.

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

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709020

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** World Languages > **SubSubject:** Spanish > **Abbreviated Title:** M/J SPANISH SPEAKS A **Course Level:** 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

M/J International Baccalaureate Spanish 1 (#0709100) 2019 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0709100

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J IB MYP SPAN 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J International Baccalaureate Spanish 1 Advanced (#0709105) 2019 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0709105

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J IB MYP SPAN 1ADV

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J International Baccalaureate Spanish 2 (#0709110) 2019 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0709110

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J IB MYP SPAN 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J International Baccalaureate Spanish 2 Advanced (#0709115) 2019 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0709115

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J IB MYP SPAN 2ADV

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J International Baccalaureate Spanish 3 (#0709120) 2019 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0709120

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J IB MYP SPAN 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J International Baccalaureate Spanish 3 Advanced (#0709125) 2019 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0709125

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Spanish >

Abbreviated Title: M/J IB MYP SPAN 3ADV

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

M/J World Language Humanities for International Studies 1 (#0710000) 2015 - 2022 (current)

Course Standards

Standard 1:

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0710000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
World Language for International Studies >
Abbreviated Title: M/J WRDLNG INTL ST1
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

M/J World Language Humanities for International Studies 1 (#0710000) 2022 - And Beyond

Course Standards

Standard 1:

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.

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.
Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0710000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
World Language for International Studies >
Abbreviated Title: M/J WRDLNG INTL ST1
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

M/J World Language Humanities for International Studies 2 (#0710010) 2015 - 2022 (current)

Course Standards

Standard 1:

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.

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.

Name	Description
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
	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

LAFS.68.WHST.1.1:	<p>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>
LAFS.68.WHST.1.2:	<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), 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>
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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.</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>
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0710010

Course Path: Section: Grades PreK to 12 Education
 Courses > Grade Group: Grades 6 to 8 Education
 Courses > Subject: World Languages > SubSubject:

World Language for International Studies >
Abbreviated Title: M/J WRDLNG INTL ST2
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

M/J World Language Humanities for International Studies 2 (#0710010) 2022 - And Beyond

Course Standards

Standard 1:

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.

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.

Name	Description
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task.

MA.K12.MTR.1.1:

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

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 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0710010

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 World Language for International Studies >
Abbreviated Title: M/J WRDLNG INTL ST2
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

M/J World Language Humanities for International Studies 3 (#0710020) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.

WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 discipline-specific content.</p> <ol style="list-style-type: none"> 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. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 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:	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.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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 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.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0710020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
World Language for International Studies >
Abbreviated Title: M/J WRDLNG INTL ST3
Course Length: Year (Y)
Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

M/J World Language Humanities for International Studies 3 (#0710020) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.

WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

ELA.K12.EE.6.1:

General Course Information and Notes

VERSION DESCRIPTION

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 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.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0710020

Course Path: **Section:** Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** World Languages > **SubSubject:**
 World Language for International Studies >
Abbreviated Title: M/J WRLDLNG INTL ST3
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

M/J Japanese Beginning (#0711000) 2019 - 2022 (current)

Course Standards

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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.

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. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0711000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Japanese >

Abbreviated Title: M/J JAPANESE BEGIN

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

M/J Japanese Beginning (#0711000) 2022 - And Beyond

Course Standards

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

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.

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. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0711000

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:**

Japanese >

Abbreviated Title: M/J JAPANESE BEGIN

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

M/J Japanese Intermediate (#0711010) 2019 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 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:	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.
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. 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:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. 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).

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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0711010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Japanese >

Abbreviated Title: M/J JAPANESE INTERM

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

M/J Japanese Intermediate (#0711010) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems.

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are **introduced**. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

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 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. 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).

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0711010

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Japanese >

Abbreviated Title: M/J JAPANESE INTERM

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

M/J Japanese Advanced (#0711020) 2019 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

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 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. 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).

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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0711020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Japanese >

Abbreviated Title: M/J JAPANESE ADV

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

M/J Japanese Advanced (#0711020) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

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 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. 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).

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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0711020

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** World Languages > **SubSubject:** Japanese >

Abbreviated Title: M/J JAPANESE ADV

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Japanese (Elementary and Secondary Grades K-12)

M/J Turkish Beginning (#0712000) 2015 - 2022 (current)

Course Standards

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

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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.

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.

GENERAL NOTES

Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300), and Turkish 2 (0716310).

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0712000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Turkish >

Abbreviated Title: M/J TURK BEG

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

M/J Turkish Beginning (#0712000) 2022 - And Beyond

Course Standards

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

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	<p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.
MA.K12.MTR.4.1:	<p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations.
MA.K12.MTR.5.1:	

	<p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends</p>

General Course Information and Notes

VERSION DESCRIPTION

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.

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.

GENERAL NOTES

Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300), and Turkish 2 (0716310).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0712000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Turkish >

Abbreviated Title: M/J TURK BEG

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

M/J Turkish Intermediate (#0712010) 2015 - 2022 (current)

Course Standards

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

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.

WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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.

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.

GENERAL NOTES

Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300) and Turkish 2 (0716310).

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0712010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Turkish >

Abbreviated Title: M/J TURK INTERM

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

M/J Turkish Intermediate (#0712010) 2022 - And Beyond

Course Standards

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

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.

WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

VERSION DESCRIPTION

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.

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.

GENERAL NOTES

Course content requirements for the two-course sequence M/J Turkish Beginning (0712000) and Intermediate (0712010) are equivalent to Turkish 1 (0716300). Course content requirements for the three-course sequence that includes M/J Turkish Beginning (0712000), Intermediate (0712010), and Advanced (0712020) may be equivalent to the two-course sequence Turkish 1 (0716300) and Turkish 2 (0716310).

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0712010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Turkish >
Abbreviated Title: M/J TURK INTERM
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

M/J Turkish Advanced (#0712020) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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.

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.

GENERAL NOTES

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).

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.

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0712020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Turkish >

Abbreviated Title: M/J TURK ADV

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

M/J Turkish Advanced (#0712020) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

VERSION DESCRIPTION

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.

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.

GENERAL NOTES

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).

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.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0712020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Turkish >
Abbreviated Title: M/J TURK ADV
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

M/J Portuguese Beginning (#0713000) 2020 - 2022 (current)

Course Standards

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
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 discipline-specific content. <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.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Portuguese 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 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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access** an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Portuguese >

Abbreviated Title: M/J PORTUGUESE BEG

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

M/J Portuguese Beginning (#0713000) 2022 - And Beyond

Course Standards

Name	Description
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.
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.
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.
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.
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.
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.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications:</p>

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Portuguese 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 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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:** <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713000

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Portuguese >

Abbreviated Title: M/J PORTUGUESE BEG

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

M/J Portuguese Intermediate (#0713010) 2020 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 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:	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.
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. 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:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	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.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Portuguese Intermediate is a continuation of M/J Portuguese Beginning. 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.

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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Portuguese >

Abbreviated Title: M/J PORTUGUESE INT

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

M/J Portuguese Intermediate (#0713010) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.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.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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems.

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are **introduced**. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Portuguese Intermediate is a continuation of M/J Portuguese Beginning. 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.

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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713010

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Portuguese >
Abbreviated Title: M/J PORTUGUESE INT
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

M/J Portuguese Advanced (#0713020) 2020 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
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 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:	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.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Portuguese Advanced is a continuation of M/J Portuguese Intermediate. 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 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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713020

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Portuguese >

Abbreviated Title: M/J PORTUGUESE ADV

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 6,7,8

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

M/J Portuguese Advanced (#0713020) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

M/J Portuguese Advanced is a continuation of M/J Portuguese Intermediate. 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 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: It is each district school board's responsibility to determine high school world language placement policies for those students who complete the M/J Portuguese sequence in middle school.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:** <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713020

Course Path: **Section:** Grades PreK to 12 Education
Courses > **Grade Group:** Grades 6 to 8 Education
Courses > **Subject:** World Languages > **SubSubject:**
Portuguese >
Abbreviated Title: M/J PORTUGUESE ADV
Course Length: Year (Y)
Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Haitian Creole for Haitian Creole Speakers

1 (#0700300) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 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.

The course content will reflect the cultural values of Haitian Creole language and societies.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.

GENERAL INFORMATION

Course Number: 0700300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Haitian Creole >

Abbreviated Title: HAITIAN CREOLE 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

Haitian Creole for Haitian Creole Speakers

1 (#0700300) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications:</p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 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.

The course content will reflect the cultural values of Haitian Creole language and societies.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0700300

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Haitian Creole >

Abbreviated Title: HAITIAN CREOLE 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

Haitian Creole for Haitian Creole Speakers

2 (#0700310) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

LAFS.910.WHST.1.2:	<ul style="list-style-type: none"> c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 1. Students are exposed to a variety of Haitian Creole literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Haitian Creole language and societies.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.

GENERAL INFORMATION

Course Number: 0700310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Haitian Creole >
Number of Credits: One (1) credit	Abbreviated Title: HAITIAN CREOLE 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

Haitian Creole for Haitian Creole Speakers

2 (#0700310) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations.

MA.K12.MTR.3.1:

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers . Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

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 expanding skills in listening, speaking, reading, and writing, as well as Haitian Creole grammar skills acquired in Haitian Creole for Haitian Creole Speakers 1. Students are exposed to a variety of Haitian Creole literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Haitian Creole and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Haitian Creole language and societies.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Haitian Creole.

GENERAL INFORMATION

Course Number: 0700310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Haitian Creole >

Abbreviated Title: HAITIAN CREOLE 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Haitian Creole (Elementary and Secondary Grades K-12)

World Language Transfer 1 (#0700980) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0700980

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 1
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts.

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0700980

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 1
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Transfer 2-Second Year Same Language (#0700990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0700990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 2
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Transfer 2-Second Year Same Language (#0700990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

VERSION DESCRIPTION

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GENERAL INFORMATION

Course Number: 0700990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 2
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

French 1 (#0701320) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

<p>Course Number: 0701320</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French > Abbreviated Title: FRENCH 1</p> <p>Course Length: Year (Y)</p> <p>Course Level: 2</p>
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Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

French 1 (#0701320) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: FRENCH 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

French 2 (#0701330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and

- context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701330

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FRENCH 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

French 2 (#0701330) 2022 - And Beyond

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WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French > Abbreviated Title: FRENCH 2
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Elective Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

French 3 Honors (#0701340) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** French >

Number of Credits: One (1) credit

Abbreviated Title: FRENCH 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

French 3 Honors (#0701340) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FRENCH 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

French 4 Honors (#0701350) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701350

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FRENCH 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

French 4 Honors (#0701350) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
<p>MA.K12.MTR.6.1:</p>	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>Use the accepted rules governing a specific format to create quality work.</p>	

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701350	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: FRENCH 4 HON
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none"> Honors
	Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

French 5 Honors (#0701360) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a

	topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases . c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic . c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701360

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FRENCH 5 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

French 5 Honors (#0701360) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

	<ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate

critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701360

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FRENCH 5 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Advanced Placement French Language and Culture (#0701380) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0701380

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: AP FRENCH LANG & CU

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Cambridge AICE French A Level (#0701391) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

GENERAL INFORMATION

Course Number: 0701391	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: AICE FRENCH AL Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

Cambridge AICE French Language AS Level (#0701393) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

GENERAL INFORMATION

Course Number: 0701393

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: AICE FRENCH LANG AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE French Language 1 IGCSE Level (#0701394) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0701394	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE FRENCH 1 IG
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE French Language 2 IGCSE Level (#0701396) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0701396	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE FRENCH 2 IG
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE French Language 3 IGCSE Level (#0701398) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0701398	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE FRENCH 3 IG
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
	Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate French 1 (#0701800) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

French 1-Pre-IB introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701800

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FL PRE-IB FRENCH 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate French 1 (#0701800) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

French 1-Pre-IB introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls “pre-IB” as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the “Any School pre-IB course”.*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701800

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FL PRE-IB FRENCH 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate French 2 (#0701810) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas

LAFS.910.WHST.1.2:	and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

French 2–Pre-IB reinforces the fundamental skills acquired by the students in French 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701810

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FL PRE-IB FRENCH 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate French 2 (#0701810) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

French 2–Pre-IB reinforces the fundamental skills acquired by the students in French 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701810

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FL PRE-IB FRENCH 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate French 3 (#0701820) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

French 3-Pre-IB provides mastery and expansion of skills acquired by the students in French 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701820

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FL PRE-IB FRENCH 3

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate French 3 (#0701820) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

French 3-Pre-IB provides mastery and expansion of skills acquired by the students in French 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0701820

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: FL PRE-IB FRENCH 3

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French 3 (#0701825) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701825

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FRENCH 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French 4 (#0701830) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701830

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FRENCH 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French 5 (#0701840) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701840

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FRENCH 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French 6 (#0701865) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701865

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FRENCH 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French Literature 3 (#0701866) 2021 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information on this International Baccalaureate course, please visit <https://ibo.org/programmes/diploma-programme/curriculum/language-acquisition/language-b-sl-and-hl/>.

GENERAL INFORMATION

Course Number: 0701866

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FRENCH LIT 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French Literature 4 (#0701867) 2021 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information on this International Baccalaureate course, please visit <https://ibo.org/programmes/diploma-programme/curriculum/language-acquisition/language-b-sl-and-hl/>.

GENERAL INFORMATION

Course Number: 0701867

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FRENCH LIT 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog French 1 (#0701870) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701870	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: IB MYP FRENCH 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog French 2 (#0701880) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701880

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB MYP FRENCH 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog French 3 (#0701890) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701890	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: IB MYP FRENCH 3
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

International Baccalaureate French Ab Initio 1 (#0701891) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701891	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: French >
Number of Credits: One (1) credit	Abbreviated Title: IB FRENCH AB INITIO1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

International Baccalaureate French Ab Initio 2 (#0701892) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701892

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FRENCH AB INITIO2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French Language & Literature 1 (#0701895) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701895

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FREN LANG&LIT 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French Language & Literature 2 (#0701896) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701896

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FREN LANG&LIT 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

International Baccalaureate French Language & Literature 3 (#0701897) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0701897

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: French >

Abbreviated Title: IB FREN LANG&LIT 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

World Language Transfer 3-Third Year Same Language (#0701980) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0701980

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 3
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Transfer 3-Third Year Same Language (#0701980) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0701980

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 3
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

World Language Transfer 4-Fourth Year Same Language (#0701990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0701990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 4
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Transfer 4-Fourth Year Same Language (#0701990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

VERSION DESCRIPTION

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GENERAL INFORMATION

Course Number: 0701990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 4
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

German 1 (#0702320) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

German 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

<p>Course Number: 0702320</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German ></p> <p>Abbreviated Title: GERMAN 1</p> <p>Course Length: Year (Y)</p> <p>Course Level: 2</p>
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Educator Certifications

German (Secondary Grades 7-12) German (Elementary and Secondary Grades K-12)

German 1 (#0702320) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

German 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German >
Number of Credits: One (1) credit	Abbreviated Title: GERMAN 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

German 2 (#0702330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and

- context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

German 2 reinforces the fundamental skills acquired by the students in German 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in German 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702330

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: GERMAN 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

German 2 (#0702330) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.
Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

German 2 reinforces the fundamental skills acquired by the students in German 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in German 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German >
Number of Credits: One (1) credit	Abbreviated Title: GERMAN 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

German 3 Honors (#0702340) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

German 3 provides mastery and expansion of skills acquired by the students in German 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702340

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: GERMAN 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

German 3 Honors (#0702340) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

German 3 provides mastery and expansion of skills acquired by the students in German 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702340	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German >
Number of Credits: One (1) credit	Abbreviated Title: GERMAN 3 HON
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none"> Honors
	Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

German 4 Honors (#0702350) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

German 4 expands the skills acquired by the students in German 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

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Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: GERMAN 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

German 4 Honors (#0702350) 2022 - And Beyond

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WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
Use the accepted rules governing a specific format to create quality work.	

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

German 4 expands the skills acquired by the students in German 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702350	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German >
Number of Credits: One (1) credit	Abbreviated Title: GERMAN 4 HON
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none"> Honors
	Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

Advanced Placement German Language and Culture (#0702380) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0702380

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: AP GERMAN LANG & CU

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE German 1 IGCSE Level (#0702390) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0702390	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE GERMAN 1 IG
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
	Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE German 2 IGCSE Level (#0702392) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0702392	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE GERMAN 2 IG Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

Cambridge AICE German Language AS Level (#0702396) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

GENERAL INFORMATION

Course Number: 0702396

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: AICE GERMAN LANG AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate German 1 (#0702800) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

German 1-Pre-IB introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702800

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: FL PRE-IB GERMAN 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate German

1 (#0702800) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

German 1-Pre-IB introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702800

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: FL PRE-IB GERMAN 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate German 2 (#0702810) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas

LAFS.910.WHST.1.2:	and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

German 2-Pre-IB reinforces the fundamental skills acquired by the students in German 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in German 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702810	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB GERMAN 2
	Course Length: Year (Y)
	Course Attributes:
	<ul style="list-style-type: none"> Honors
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10	

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate German 2 (#0702810) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

German 2-Pre-IB reinforces the fundamental skills acquired by the students in German 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in German 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

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https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

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Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0702810

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: FL PRE-IB GERMAN 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

International Baccalaureate German 3 (#0702825) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0702825

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: IB GERMAN 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

International Baccalaureate German 4 (#0702830) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0702830

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: IB GERMAN 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

International Baccalaureate German 5 (#0702840) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0702840

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** German >

Number of Credits: One (1) credit

Abbreviated Title: IB GERMAN 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

International Baccalaureate German 6 (#0702865) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0702865

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** German >

Number of Credits: One (1) credit

Abbreviated Title: IB GERMAN 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

International Baccalaureate German Ab Initio 1 (#0702870) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0702870	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: German >
Number of Credits: One (1) credit	Abbreviated Title: IB GERMAN AB INITIO1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

International Baccalaureate German Ab Initio 2 (#0702872) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0702872

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: German >

Abbreviated Title: IB GERMAN AB INITIO2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

World Language Transfer 5-First Year Additional Language (#0702980) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0702980

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 5
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Transfer 5-First Year Additional Language (#0702980) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

ELA.K12.EE.5.1:

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0702980

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 5
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

World Language Transfer 6-Second Year Additional Language (#0702990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0702990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 6
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Transfer 6-Second Year Additional Language (#0702990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

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GENERAL INFORMATION

Course Number: 0702990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 6
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Greek 1 (#0703320) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Greek 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 0703320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Greek >
Number of Credits: One (1) credit	Abbreviated Title: GREEK 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

Greek (Secondary Grades 7-12)
 Greek (Elementary and Secondary Grades K-12)

Greek 1 (#0703320) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Greek 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 0703320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Greek >
Number of Credits: One (1) credit	Abbreviated Title: GREEK 1
Course Type: Elective Course	Course Length: Year (Y)
	Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

Greek 2 (#0703330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and

- context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Greek 2 reinforces the fundamental skills acquired by the students in Greek 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Greek 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 0703330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Greek >

Abbreviated Title: GREEK 2

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

Greek 2 (#0703330) 2022 - And Beyond

Course Standards

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WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
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WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
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WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
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WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
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WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
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WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
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WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.
Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Greek 2 reinforces the fundamental skills acquired by the students in Greek 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Greek 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 0703330

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Greek >

Abbreviated Title: GREEK 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Greek (Secondary Grades 7-12)
Greek (Elementary and Secondary Grades K-12)

Greek 3 Honors (#0703340) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Greek 3 provides mastery and expansion of skills acquired by the students in Greek 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 0703340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Greek >

Number of Credits: One (1) credit

Abbreviated Title: GREEK 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

Greek 3 Honors (#0703340) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Greek 3 provides mastery and expansion of skills acquired by the students in Greek 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 0703340

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Greek >

Abbreviated Title: GREEK 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

Greek 4 Honors (#0703350) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Greek 4 expands the skills acquired by the students in Greek 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 0703350

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Greek >

Abbreviated Title: GREEK 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Greek (Secondary Grades 7-12)

Greek (Elementary and Secondary Grades K-12)

Greek 4 Honors (#0703350) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
<p>MA.K12.MTR.6.1:</p>	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>Use the accepted rules governing a specific format to create quality work.</p>	

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Greek 4 expands the skills acquired by the students in Greek 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Greek.

GENERAL INFORMATION

Course Number: 0703350	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Greek >
Number of Credits: One (1) credit	Abbreviated Title: GREEK 4 HON Course Length: Year (Y)
Course Type: Elective Course	Course Attributes: • Honors
Course Status: State Board Approved	Course Level: 3
Grade Level(s): 9,10,11,12	

Educator Certifications

Greek (Secondary Grades 7-12)
Greek (Elementary and Secondary Grades K-12)

World Language Transfer 7-Third Year Additional Language (#0703980) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0703980

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 7
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Transfer 7-Third Year Additional Language (#0703980) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0703980

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 7
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

World Language Transfer 8-Fourth Year Additional Language (#0703990) 2015 - 2022 (current)

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0703990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 8
Course Length: Not Applicable

Course Type: Transfer Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Transfer 8-Fourth Year Additional Language (#0703990) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

General Course Information and Notes

VERSION DESCRIPTION

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

For grades 9-12, in the area of world languages, eight transfer numbers are provided. The first number in world language (0700980) is to be used to report the first year of a language not listed in the CCD, such as Hungarian; the second world language number (0700990) is to be used to list a second year of the same language; the third world language number (0701980) to list the third year of the same language; and the fourth number (0701990), the fourth year of the same language. The additional four course numbers (0702980, 0702990, 0703980, 0703990) are provided for up to four credits in an additional world language.

GENERAL INFORMATION

Course Number: 0703990

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG TRANS 8
Course Length: Not Applicable

Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Hebrew 1 (#0704300) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Hebrew 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Hebrew >

Abbreviated Title: HEBREW 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

Hebrew 1 (#0704300) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Hebrew 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Hebrew >
Number of Credits: One (1) credit	Abbreviated Title: HEBREW 1
Course Type: Elective Course	Course Length: Year (Y)
	Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

Hebrew 2 (#0704310) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and

- context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Hebrew 2 reinforces the fundamental skills acquired by the students in Hebrew 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Hebrew 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Hebrew >

Abbreviated Title: HEBREW 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

Hebrew 2 (#0704310) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.
Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Hebrew 2 reinforces the fundamental skills acquired by the students in Hebrew 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Hebrew 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704310

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Hebrew >

Abbreviated Title: HEBREW 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)

Hebrew 3 Honors (#0704320) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Hebrew 3 provides mastery and expansion of skills acquired by the students in Hebrew 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704320

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Hebrew >

Abbreviated Title: HEBREW 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

Hebrew 3 Honors (#0704320) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Hebrew 3 provides mastery and expansion of skills acquired by the students in Hebrew 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Hebrew >
Number of Credits: One (1) credit	Abbreviated Title: HEBREW 3 HON Course Length: Year (Y)
Course Type: Elective Course	Course Attributes: • Honors
Course Status: State Board Approved	Course Level: 3
Grade Level(s): 9,10,11,12	

Educator Certifications

Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)

Hebrew 4 Honors (#0704330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Hebrew 4 expands the skills acquired by the students in Hebrew 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Hebrew >

Abbreviated Title: HEBREW 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Hebrew (Secondary Grades 7-12)

Hebrew (Elementary and Secondary Grades K-12)

Hebrew 4 Honors (#0704330) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
Use the accepted rules governing a specific format to create quality work.	

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Hebrew 4 expands the skills acquired by the students in Hebrew 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Hebrew.

GENERAL INFORMATION

Course Number: 0704330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Hebrew >
Number of Credits: One (1) credit	Abbreviated Title: HEBREW 4 HON Course Length: Year (Y)
Course Type: Elective Course	Course Attributes:
Course Status: State Board Approved	<ul style="list-style-type: none"> Honors
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Hebrew (Secondary Grades 7-12)
Hebrew (Elementary and Secondary Grades K-12)

Italian 1 (#0705320) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Italian 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705320

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: ITALIAN 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Italian 1 (#0705320) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
	<p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Italian 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Italian >
Number of Credits: One (1) credit	Abbreviated Title: ITALIAN 1
Course Type: Elective Course	Course Length: Year (Y)
	Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Italian 2 (#0705330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and

- context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Italian 2 reinforces the fundamental skills acquired by the students in Italian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Italian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: ITALIAN 2

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Italian 2 (#0705330) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.
Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Italian 2 reinforces the fundamental skills acquired by the students in Italian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Italian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705330

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Italian >

Abbreviated Title: ITALIAN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

Italian 3 Honors (#0705340) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705340

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Italian >

Number of Credits: One (1) credit

Abbreviated Title: ITALIAN 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

Italian 3 Honors (#0705340) 2022 - And Beyond

Course Standards

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.

Name	Description
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WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
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WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
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WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705340

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: ITALIAN 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Italian 4 Honors (#0705350) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Italian 4 expands the skills acquired by the students in Italian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705350	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Italian >
Number of Credits: One (1) credit	Abbreviated Title: ITALIAN 4 HON
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• Honors
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

Italian 4 Honors (#0705350) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Italian 4 expands the skills acquired by the students in Italian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705350	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Italian >
Number of Credits: One (1) credit	Abbreviated Title: ITALIAN 4 HON Course Length: Year (Y)
Course Type: Elective Course	Course Attributes: • Honors
Course Status: State Board Approved	Course Level: 3
Grade Level(s): 9,10,11,12	

Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

Advanced Placement Italian Language and Culture (#0705380) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705380

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Italian >

Number of Credits: One (1) credit

Abbreviated Title: AP ITALIAN LANG & CU

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Italian

1 (#0705390) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Italian 1 introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*. The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.
https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705390

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: FL PRE-IB ITALIAN 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)

Florida's Preinternational Baccalaureate Italian

1 (#0705390) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Italian 1 introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705390

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Italian >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB ITALIAN 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Italian 2 (#0705391) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas

LAFS.910.WHST.1.2:	and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Italian 2 reinforces the fundamental skills acquired by the students in Italian 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Italian 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

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https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705391	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Italian >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB ITALIAN 2 Course Length: Year (Y)
Course Type: Elective Course	Course Attributes: • Honors
Course Status: Course Approved	Course Level: 3
Grade Level(s): 9,10	

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Italian 2 (#0705391) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly**

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

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https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705391

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Italian >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB ITALIAN 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Italian

3 (#0705392) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida’s Pre-IB Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*. The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.
https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705392	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Italian >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB ITALIAN 3 Course Length: Year (Y)
Course Type: Elective Course	Course Attributes: <ul style="list-style-type: none">• Honors
Course Status: Course Approved	Course Level: 3
Grade Level(s): 9,10	

Educator Certifications

Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Italian

3 (#0705392) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705392

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: FL PRE-IB ITALIAN 3

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

International Baccalaureate Italian 4 (#0705393) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705393

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: IB ITALIAN 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

International Baccalaureate Italian 5 (#0705394) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705394

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: IB ITALIAN 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

International Baccalaureate Italian 3 (#0705395) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705395

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: IB ITALIAN 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

International Baccalaureate Italian 6 (#0705396) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705396

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Italian >

Number of Credits: One (1) credit

Abbreviated Title: IB ITALIAN 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

International Baccalaureate Italian Ab Initio 1 (#0705397) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705397

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Italian >

Abbreviated Title: IB ITAL AB INITIO 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

International Baccalaureate Italian Ab Initio 2 (#0705398)

2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Italian.

GENERAL INFORMATION

Course Number: 0705398

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Italian >

Abbreviated Title: IB ITAL AB INITIO 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Latin 1 (#0706300) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
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.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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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.1.4:	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.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.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
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.3.7:	Understand and respond appropriately to simple directions.
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.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.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.6.3:	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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of

LAFS.910.SL.1.1:	alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns . c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic . c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Latin > Abbreviated Title: LATIN 1 Course Length: Year (Y) Course Level: 2
Number of Credits: One (1) credit	
Course Type: Elective Course	
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Latin 1 (#0706300) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
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.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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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.1.4:	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.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.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
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.3.7:	Understand and respond appropriately to simple directions.
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.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.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.6.3:	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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Latin > Abbreviated Title: LATIN 1 Course Length: Year (Y) Course Level: 2
Number of Credits: One (1) credit	
Course Type: Elective Course	
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

Latin 2 (#0706310) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.1:	
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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GENERAL INFORMATION

Course Number: 0706310

Number of Credits: One (1) credit

Course Type: Elective Course

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: LATIN 2

Course Length: Year (Y)

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Latin 2 (#0706310) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
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WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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.
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WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
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WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
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WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
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WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
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WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
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.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task.

MA.K12.MTR.1.1:

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: LATIN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Latin 3 Honors (#0706320) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra-curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and/or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.

LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Latin 3 expands the skills acquired by students in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

Special Note. Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.** To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706320

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: LATIN 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Latin 3 Honors (#0706320) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and/or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
	Mathematicians who participate in effortful learning both individually and with others:

MA.K12.MTR.1.1:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

GENERAL NOTES

Major Concepts/Content:

Latin 3 expands the skills acquired by students in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

Special Note. Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706320

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: LATIN 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Latin 4 Honors (#0706330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.

LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Latin 4 expands the skills acquired by students in Latin 3. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.** To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: LATIN 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Latin 4 Honors (#0706330) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
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WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
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WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

MA.K12.MTR.6.1:	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

GENERAL NOTES

Major Concepts/Content:

Latin 4 expands the skills acquired by students in Latin 3. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: LATIN 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Latin 5 Honors (#0706340) 2015 - 2022 (current)

Course Standards

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

Name	Description
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths

LAFS.1112.WHST.1.1:	<p>and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Latin 5 expands the skills acquired by students in Latin 4. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: LATIN 5 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Latin 5 Honors (#0706340) 2022 - And Beyond

Course Standards

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

Name	Description
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
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WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications:</p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications:</p> </div>

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to **gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

MA.K12.MTR.3.1:

MA.K12.MTR.4.1:

MA.K12.MTR.5.1:

MA.K12.MTR.6.1:

MA.K12.MTR.7.1:

	<ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Latin 5 expands the skills acquired by students in Latin 4. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. **For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.**

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: LATIN 5 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Advanced Placement Latin (#0706375) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0706375

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: AP LATIN

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Latin Language 1 IGCSE Level (#0706382) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0706382	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Latin >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE LATIN 1 IG
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Latin Language 2 IGCSE Level (#0706384) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0706384	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Latin >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE LATIN 2 IG
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Latin

1 (#0706800) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
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.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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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.1.4:	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.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.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
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.3.7:	Understand and respond appropriately to simple directions.
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.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.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.6.3:	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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LAFS.910.SL.1.1:	<ul style="list-style-type: none"> b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<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 and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706800	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Latin >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB LATIN 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• Honors
Grade Level(s): 9,10	Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Latin

1 (#0706800) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
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.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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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.1.4:	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.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.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
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.3.7:	Understand and respond appropriately to simple directions.
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.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.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.6.3:	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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the

language. An introduction to writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706800

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: FL PRE-IB LATIN 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Latin 2 (#0706810) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida’s Pre-IB Latin 2 expands the skills acquired by students in Pre-IB Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls “pre-IB” as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the “Any School pre-IB course”*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained

through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706810

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Latin >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB LATIN 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Latin 2 (#0706810) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
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.
	Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

VERSION DESCRIPTION

Florida's Pre-IB Latin 2 expands the skills acquired by students in Pre-IB Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0706810

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: FL PRE-IB LATIN 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

International Baccalaureate Latin 3 (#0706825) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0706825	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Latin >
Number of Credits: One (1) credit	Abbreviated Title: IB LATIN 3
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

International Baccalaureate Latin 4 (#0706830) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0706830	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Latin >
Number of Credits: One (1) credit	Abbreviated Title: IB LATIN 4
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

International Baccalaureate Latin 5 (#0706840) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0706840

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Latin >

Abbreviated Title: IB LATIN 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)

Latin (Elementary and Secondary Grades K-12)

International Baccalaureate Latin 6 (#0706845) 2014 - And Beyond

(current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0706845	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Latin >
Number of Credits: One (1) credit	Abbreviated Title: IB LATIN 6
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Latin (Secondary Grades 7-12)
Latin (Elementary and Secondary Grades K-12)

Russian 1 (#0707300) 2015 - 2022 (current)

Course Standards

In Standards 7, 8, and 9, Connections, Comparisons and Communities are combined under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Russian 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Russian >

Abbreviated Title: RUSSIAN 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

Russian 1 (#0707300) 2022 - And Beyond

Course Standards

In Standards 7, 8, and 9, Connections, Comparisons and Communities are combined under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
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MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
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MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods.
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- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Russian 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages >

SubSubject: Russian >

Abbreviated Title: RUSSIAN 1

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

Russian 2 (#0707310) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and

- context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Russian 2 reinforces the fundamental skills acquired by the students in Russian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Russian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Russian >

Abbreviated Title: RUSSIAN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

Russian 2 (#0707310) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Russian 2 reinforces the fundamental skills acquired by the students in Russian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Russian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707310

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Russian >

Abbreviated Title: RUSSIAN 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

Russian 3 Honors (#0707320) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Russian 3 provides mastery and expansion of skills acquired by the students in Russian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Russian >

Number of Credits: One (1) credit

Abbreviated Title: RUSSIAN 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Russian (Secondary Grades 7-12)
- Russian (Elementary and Secondary Grades K-12)

Russian 3 Honors (#0707320) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Russian 3 provides mastery and expansion of skills acquired by the students in Russian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Russian >
Number of Credits: One (1) credit	Abbreviated Title: RUSSIAN 3 HON Course Length: Year (Y)
Course Type: Elective Course	Course Attributes: • Honors
Course Status: Course Approved	Course Level: 3
Grade Level(s): 9,10,11,12	

Educator Certifications

Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

Russian 4 Honors (#0707330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Russian 4 expands the skills acquired by the students in Russian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Russian >

Abbreviated Title: RUSSIAN 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

Russian 4 Honors (#0707330) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
<p>MA.K12.MTR.6.1:</p>	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>Use the accepted rules governing a specific format to create quality work.</p>	

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Russian 4 expands the skills acquired by the students in Russian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Russian.

GENERAL INFORMATION

Course Number: 0707330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Russian >

Abbreviated Title: RUSSIAN 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

Spanish 1 (#0708340) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

<p>Course Number: 0708340</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish ></p> <p>Abbreviated Title: SPANISH 1</p> <p>Course Length: Year (Y)</p> <p>Course Level: 2</p>
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Educator Certifications

- Spanish (Secondary Grades 7-12)
- Spanish (Elementary and Secondary Grades K-12)

Spanish 1 (#0708340) 2022 - And Beyond

Course Standards

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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 on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
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WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
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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.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.
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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.
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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.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.
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WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
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WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. </div>

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708340	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: SPANISH 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

Spanish 2 (#0708350) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and

- context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708350

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: SPANISH 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish 2 (#0708350) 2022 - And Beyond

Course Standards

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.

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WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
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WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
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WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.1.1:

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708350	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish > Abbreviated Title: SPANISH 2
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Elective Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish 3 Honors (#0708360) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708360

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: SPANISH 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish 3 Honors (#0708360) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708360

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: SPANISH 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish 4 Honors (#0708370) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708370

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: SPANISH 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 2

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish 4 Honors (#0708370) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

<p>MA.K12.MTR.5.1:</p>	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
<p>MA.K12.MTR.6.1:</p>	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
<p>MA.K12.MTR.7.1:</p>	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>Use the accepted rules governing a specific format to create quality work.</p>	

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708370	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: SPANISH 4 HON
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none"> Honors
	Course Level: 2

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Spanish 5 Honors (#0708380) 2015 - 2022 (current)

Course Standards

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

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a

	topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases . c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic . c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 5 expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708380

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: SPANISH 5 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Spanish (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

Spanish 5 Honors (#0708380) 2022 - And Beyond

Course Standards

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

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

	<ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 5 expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate

critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708380

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: SPANISH 5 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Spanish (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

Spanish 6 Honors (#0708390) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting, coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LAFS.1112.SL.1.1:	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

	<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 6 expands the communication skills acquired by students in Spanish 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708390

Number of Credits: One (1) credit

Course Type: Elective Course

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: SPANISH 6 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Status: Course Approved

Grade Level(s): 10,11,12

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish 6 Honors (#0708390) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 6 expands the communication skills acquired by students in Spanish 5. Specific content includes, but is not limited to: 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms 2) further development of comprehension skills through the study of literary selections and 3) reading and interpretation of works of target language writers, while developing an understanding of major literary movements.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained

through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708390

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: SPANISH 6 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Advanced Placement Spanish Language & Culture (#0708400) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0708400

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Spanish >

Number of Credits: One (1) credit

Abbreviated Title: AP SPANISH LANG & CU

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Advanced Placement Spanish Literature & Culture (#0708410) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0708410

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: AP SPANISH LIT & CU

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Cambridge AICE Spanish Language A Level (#0708530) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

GENERAL INFORMATION

Course Number: 0708530

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: AICE SPANISH AL

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Spanish 1 IGCSE Level (#0708532) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0708532

Course Path: **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Spanish >

Number of Credits: One (1) credit

Abbreviated Title: PRE-AICE SPANISH 1 IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Spanish 2 IGCSE Level (#0708534) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0708534	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE SPAN 2 IG
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Spanish 3 IGCSE Level (#0708536) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0708536	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE SPAN 3 IG
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Cambridge AICE Spanish Language AS Level (#0708538) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

GENERAL INFORMATION

Course Number: 0708538

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: AICE SPAN LANG AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Cambridge AICE Spanish Literature AS Level (#0708540) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

GENERAL INFORMATION

Course Number: 0708540

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: AICE SPANISH LIT AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Spanish

1 (#0708800) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Spanish 1 introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708800	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB SPANISH 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10	<ul style="list-style-type: none">• Honors
	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Spanish

1 (#0708800) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida’s Pre-IB Spanish 1 introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

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The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

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Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708800	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB SPANISH 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes: <ul style="list-style-type: none">• Honors
Grade Level(s): 9,10	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Spanish

2 (#0708810) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas

LAFS.910.WHST.1.2:	and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Spanish 2 reinforces the fundamental skills acquired by the students in Pre-IB Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Pre-IB Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708810

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: FL PRE-IB SPANISH 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Spanish

2 (#0708810) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.
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MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Spanish 2 reinforces the fundamental skills acquired by the students in Pre-IB Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Pre-IB Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708810

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Spanish >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB SPANISH 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Spanish

3 (#0708820) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida’s Pre-IB Spanish 3 provides mastery and expansion of skills acquired by the students in Pre-IB Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708820

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: FL PRE-IB SPANISH 3

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Spanish

3 (#0708820) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Florida's Pre-IB Spanish 3 provides mastery and expansion of skills acquired by the students in Pre-IB Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0708820

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: FL PRE-IB SPANISH 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish 3 (#0708825) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708825

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: IB SPANISH 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish 4 (#0708830) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708830

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: IB SPANISH

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish 5 (#0708840) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708840

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: IB SPANISH

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish 6 (#0708865) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708865

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Spanish >

Number of Credits: One (1) credit

Abbreviated Title: IB SPANISH 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog Spanish 1 (#0708870) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708870	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: IB MYP SPANISH 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog Spanish 2 (#0708880) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708880

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: IB MYP SPANISH 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Mid Yrs Prog Spanish 3 (#0708890) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708890	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: IB MYP SPANISH 3
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish Ab Initio 1 (#0708891) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708891	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish >
Number of Credits: One (1) credit	Abbreviated Title: IB SPAN AB INITIO 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish Ab Initio 2 (#0708892) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708892

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: IB SPAN AB INITIO 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish Language & Literature 1 (#0708895) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708895

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: IB SPAN LANG&LIT 1

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish Language & Literature 2 (#0708896) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708896

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: IB SPAN LANG&LIT 2

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

International Baccalaureate Spanish Language & Literature 3 (#0708897) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0708897

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish >

Abbreviated Title: IB SPAN LANG&LIT 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish for Spanish Speakers 1 (#0709300) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish for Spanish Speakers >

Abbreviated Title: SPANISH SPEAKS 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish for Spanish Speakers 1 (#0709300) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish for Spanish Speakers >

Abbreviated Title: SPANISH SPEAKS 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish for Spanish Speakers 2 (#0709310) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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 expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

<p>Course Number: 0709310</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish for Spanish Speakers ></p> <p>Abbreviated Title: SPANISH SPEAKS 2</p> <p>Course Length: Year (Y)</p> <p>Course Level: 2</p>
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Educator Certifications

Spanish (Secondary Grades 7-12)
 Spanish (Elementary and Secondary Grades K-12)

Spanish for Spanish Speakers 2 (#0709310) 2022 - And Beyond

Course Standards

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WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
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WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
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WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
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WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
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WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
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WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
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<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
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<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
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<p>Clarifications:</p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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 expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish for Spanish Speakers >

Abbreviated Title: SPANISH SPEAKS 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish for Spanish Speakers 3 Honors (#0709320) 2015 -

2022 (current)

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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 expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709320

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish for Spanish Speakers >

Abbreviated Title: SPANISH SPEAKS 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish for Spanish Speakers 3 Honors (#0709320) 2022 - And

Beyond

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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 expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish for Spanish Speakers > Abbreviated Title: SPANISH SPEAKS 3 HON
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Elective Course	Course Attributes:
Course Status: State Board Approved	<ul style="list-style-type: none"> Honors
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Spanish for Spanish Speakers 4 Honors (#0709330) 2015 -

2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.

WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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 expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 3. Students are exposed to a variety of Spanish literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish for Spanish Speakers >

Abbreviated Title: SPANISH SPEAKS 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Spanish for Spanish Speakers 4 Honors (#0709330) 2022 - And

Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.

WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>

	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

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 expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 3. Students are exposed to a variety of Spanish literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Spanish language and societies.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0709330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish for Spanish Speakers >
Number of Credits: One (1) credit	Abbreviated Title: SPANISH SPEAKS 4 HON
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes: • Honors
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Cambridge AICE Spanish First Language 1 AS Level (#0709360) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

GENERAL INFORMATION

Course Number: 0709360

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish for Spanish Speakers >

Abbreviated Title: AICE SPAN 1STLANG AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Spanish First Language 1 IGCSE Level (#0709370) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0709370	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Spanish for Spanish Speakers > Abbreviated Title: PRE-AICE SPAN1L 1 IG
Number of Credits: One (1) credit	Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	

Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Spanish First Language 2 IGCSE Level (#0709380) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0709380

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish for Spanish Speakers >

Abbreviated Title: PRE-AICE SPAN1L 2 IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Spanish First Language 3 IGCSE Level (#0709390) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

GENERAL INFORMATION

Course Number: 0709390

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Spanish for Spanish Speakers >

Abbreviated Title: PRE-AICE SPAN1L 3 IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Arabic 1 (#0710300) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Arabic 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.

GENERAL INFORMATION

Course Number: 0710300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Arabic >
Number of Credits: One (1) credit	Abbreviated Title: ARABIC 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

Arabic (Elementary and Secondary Grades K-12)

Arabic 1 (#0710300) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K.12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K.12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Arabic 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.

GENERAL INFORMATION

Course Number: 0710300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Arabic >

Abbreviated Title: ARABIC 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Arabic (Elementary and Secondary Grades K-12)

Arabic 2 (#0710310) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Arabic 2 reinforces the fundamental skills acquired by the students in Arabic 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Arabic 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.

GENERAL INFORMATION

Course Number: 0710310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Arabic >

Abbreviated Title: ARABIC 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Arabic (Elementary and Secondary Grades K-12)

Arabic 2 (#0710310) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications:</p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Arabic 2 reinforces the fundamental skills acquired by the students in Arabic 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Arabic 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Arabic.

GENERAL INFORMATION

Course Number: 0710310

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Arabic >

Abbreviated Title: ARABIC 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Arabic (Elementary and Secondary Grades K-12)

Chinese 1 (#0711300) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Chinese 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: CHINESE 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Chinese 1 (#0711300) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Chinese 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711300

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Chinese >
Abbreviated Title: CHINESE 1
Course Length: Year (Y)

Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Course Level: 2

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Chinese 2 (#0711310) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Chinese 2 reinforces the fundamental skills acquired by the students in Chinese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: CHINESE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

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Chinese (Secondary Grades 7-12)

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Chinese 2 (#0711310) 2022 - And Beyond

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WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
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WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications:</p>

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Chinese 2 reinforces the fundamental skills acquired by the students in Chinese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711310

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Chinese >

Abbreviated Title: CHINESE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

Chinese 3 Honors (#0711320) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Chinese 3 provides mastery and expansion of skills acquired by the students in Chinese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities in which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Chinese >

Number of Credits: One (1) credit

Abbreviated Title: CHINESE 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Chinese 3 Honors (#0711320) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.

WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Chinese 3 provides mastery and expansion of skills acquired by the students in Chinese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities in which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711320

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: CHINESE 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Chinese 4 Honors (#0711330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Chinese 4 expands the skills acquired by the students in Chinese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes including writing. Reading selections are varied and taken from newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures,

and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Chinese >

Number of Credits: One (1) credit

Abbreviated Title: CHINESE 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Chinese 4 Honors (#0711330) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
Use the accepted rules governing a specific format to create quality work.	

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Chinese 4 expands the skills acquired by the students in Chinese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes including writing. Reading selections are varied and taken from newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: CHINESE 4 HON Course Length: Year (Y)
Course Type: Elective Course	Course Attributes:
Course Status: State Board Approved	<ul style="list-style-type: none"> Honors
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

Advanced Placement Chinese Language and Culture (#0711340) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0711340

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: AP CHINESE LANG & CU

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Chinese 1 IGCSE Level (#0711350) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711350

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: PRE-AICE CHINESE 1

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Chinese 2 IGCSE Level (#0711352) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711352	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: PRE-AICE CHINESE 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">Advanced International Certificate of Education (AICE)
	Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

Cambridge AICE Chinese Language AS Level (#0711356) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Chinese.

GENERAL INFORMATION

Course Number: 0711356

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: AICE CHINESE LANG AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Mandarin Chinese 1 (#0711800) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Mandarin Chinese 1-Pre-IB introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than *the MYP*. *A school can have a course that it calls "pre-IB" as long as* it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name *the course along the lines of, for example, the "Any School pre-IB course"*. Source: **What is meant by "the pre-IB"?** https://ibanswers.ibo.org/app/answers/detail/a_id/57/~/what-is-meant-by-the-pre-ib%3F Published: 12/06/2010; Updated: 01/24/2014

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0711800

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: FL PRE-IB MAND CHIN1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Mandarin Chinese 1 (#0711800) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Mandarin Chinese 1-Pre-IB introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than *the MYP*. *A school can have a course that it calls "pre-IB" as long as* it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name *the course along the lines of, for example, the "Any School pre-IB course"*. Source: **What is meant by "the pre-IB"?** https://ibanswers.ibo.org/app/answers/detail/a_id/57/~/what-is-meant-by-the-pre-ib%3F Published: 12/06/2010; Updated: 01/24/2014

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

GENERAL INFORMATION

Course Number: 0711800

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Chinese >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB MAND CHIN1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Mandarin Chinese 2 (#0711810) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Mandarin Chinese 2-Pre-IB reinforces the fundamental skills acquired by the students in Mandarin Chinese 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Mandarin Chinese 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*. Source: What is meant by "the pre-IB"? https://ibanswers.ibo.org/app/answers/detail/a_id/57/~/what-is-meant-by-the-pre-ib%3F Published: 12/06/2010; Updated: 01/24/2014

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0711810

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Chinese >

Number of Credits: One (1) credit

Abbreviated Title: FL PRE-IB MAND CHIN2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Mandarin Chinese 2 (#0711810) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Mandarin Chinese 2-Pre-IB reinforces the fundamental skills acquired by the students in Mandarin Chinese 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Mandarin Chinese 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*. Source: **What is meant by "the pre-IB"?** https://ibanswers.ibo.org/app/answers/detail/a_id/57/~/~what-is-meant-by-the-pre-ib%3F Published: 12/06/2010; Updated: 01/24/2014

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0711810

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: FL PRE-IB MAND CHIN2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Mandarin Chinese 3 (#0711812) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Mandarin Chinese 3-Pre-IB provides mastery and expansion of skills acquired by the students in Mandarin Chinese 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*. Source: **What is meant by "the pre-IB"?** https://ibanswers.ibo.org/app/answers/detail/a_id/57/~/-/what-is-meant-by-the-pre-ib%3F Published: 12/06/2010; Updated: 01/24/2014

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0711812	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB MAND CHIN3 Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Honors
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10	

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Mandarin Chinese 3 (#0711812) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.

WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Mandarin Chinese 3-Pre-IB provides mastery and expansion of skills acquired by the students in Mandarin Chinese 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*. Source: What is meant by "the pre-IB"? https://ibanswers.ibo.org/app/answers/detail/a_id/57/~/~what-is-meant-by-the-pre-ib%3F Published: 12/06/2010; Updated: 01/24/2014

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0711812	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB MAND CHIN3 Course Length: Year (Y)
Course Type: Elective Course	Course Attributes: • Honors
Course Status: State Board Approved	Course Level: 3
Grade Level(s): 9,10	

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

International Baccalaureate Mandarin Chinese 3 (#0711815) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0711815	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: IB MAND CHIN 3
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

International Baccalaureate Mandarin Chinese 4 (#0711820) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0711820

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Chinese >

Abbreviated Title: IB MAND CHIN 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

International Baccalaureate Mandarin Chinese 5 (#0711830) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0711830	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: IB MAND CHIN 5
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

International Baccalaureate Mandarin Chinese 6 (#0711835) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0711835	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: IB MAND CHIN 6
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes:
Grade Level(s): 9,10,11,12	<ul style="list-style-type: none">International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

International Baccalaureate Mandarin Chinese Ab Initio 1 (#0711836) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0711836	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: IB MANDCHIN AB INIT1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

International Baccalaureate Mandarin Chinese Ab Initio 2 (#0711837) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

GENERAL INFORMATION

Course Number: 0711837	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Chinese >
Number of Credits: One (1) credit	Abbreviated Title: IB MANDCHIN AB INIT2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Attributes: <ul style="list-style-type: none">• International Baccalaureate (IB)
	Course Level: 3

Educator Certifications

Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)

Japanese 1 (#0712300) 2015 - 2022 (current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Japanese 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: JAPANESE 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Japanese 1 (#0712300) 2022 - And Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.**
- Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Japanese 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: JAPANESE 1

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Japanese 2 (#0712310) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.: a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Japanese 2 reinforces the fundamental skills acquired by the students in Japanese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Japanese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: JAPANESE 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Japanese 2 (#0712310) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.: a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications:</p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications:</p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Japanese 2 reinforces the fundamental skills acquired by the students in Japanese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Japanese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0712310

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: JAPANESE 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Japanese 3 Honors (#0712320) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.

WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Japanese 3 provides mastery and expansion of skills acquired by the students in Japanese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Japanese >
Number of Credits: One (1) credit	Abbreviated Title: JAPANESE 3 HON Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Honors
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)

Japanese 3 Honors (#0712320) 2022 - And Beyond

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WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
MA.K12.MTR.1.1:	<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
MA.K12.MTR.2.1:	<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
MA.K12.MTR.3.1:	<p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.
MA.K12.MTR.4.1:	

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
 6-8 Students continue with previous skills and use a style guide to create a proper citation.
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Japanese 3 provides mastery and expansion of skills acquired by the students in Japanese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712320

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: JAPANESE 3 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Japanese 4 Honors (#0712330) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.

WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

Major Concepts/Content:

Japanese 4 expands the skills acquired by the students in Japanese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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QUALIFICATIONS

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GENERAL INFORMATION

Course Number: 0712330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: JAPANESE 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Japanese 4 Honors (#0712330) 2022 - And Beyond

Course Standards

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WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Japanese 4 expands the skills acquired by the students in Japanese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

<p>Course Number: 0712330</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Japanese ></p>
<p>Number of Credits: One (1) credit</p>	<p>Abbreviated Title: JAPANESE 4 HON Course Length: Year (Y) Course Attributes:</p> <ul style="list-style-type: none"> • Honors
<p>Course Type: Elective Course Course Status: State Board Approved Grade Level(s): 9,10,11,12</p>	<p>Course Level: 3</p>

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Advanced Placement Japanese Language and Culture (#0712340) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 0712340

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: AP JAPAN LANG & CU

Course Length: Year (Y)

Course Attributes:

- Advanced Placement (AP)

Course Level: 3

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Japanese 1 (#0712810) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Japanese 1-Pre-IB introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712810

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: FL PRE-IB JAPANESE 1

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Japanese

1 (#0712810) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> </div>

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Japanese 1-Pre-IB introduces students to the target language and its culture. 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. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum **developers and teachers which maximizes an ELL's need for communication** and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712810	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Japanese >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB JAPANESE 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes: <ul style="list-style-type: none">• Honors
Grade Level(s): 9,10	Course Level: 3

Educator Certifications

Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Japanese 2 (#0712820) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas

LAFS.910.WHST.1.2:	and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Japanese 2-Pre-IB reinforces the fundamental skills acquired by the students in Japanese 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Japanese 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English Language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

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https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712820

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Japanese >

Abbreviated Title: FL PRE-IB JAPANESE 2

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10

Course Level: 3

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Japanese 2 (#0712820) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence.

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly

	<p>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Japanese 2-Pre-IB reinforces the fundamental skills acquired by the students in Japanese 1-Pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Japanese 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English Language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

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The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

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Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally

embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712820	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Japanese >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB JAPANESE 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes: <ul style="list-style-type: none">• Honors
Grade Level(s): 9,10	Course Level: 3

Educator Certifications

Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Japanese 3 (#0712825) 2015 - 2022 (current)

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.

WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a

LAFS.1112.WHST.1.2:	<p>unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Japanese 3-Pre-IB provides mastery and expansion of skills acquired by the students in Japanese 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712825

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Japanese > **Abbreviated Title:** FL PRE-IB JAPANESE 3

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Florida's Preinternational Baccalaureate Japanese 3 (#0712825) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.

WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div> <p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers . Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Japanese 3-Pre-IB provides mastery and expansion of skills acquired by the students in Japanese 2-Pre-IB. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712825	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Japanese >
Number of Credits: One (1) credit	Abbreviated Title: FL PRE-IB JAPANESE 3
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes:
Grade Level(s): 9,10	<ul style="list-style-type: none">• Honors
	Course Level: 3

Educator Certifications

Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)

International Baccalaureate Japanese 3 (#0712830) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712830

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Japanese >

Number of Credits: One (1) credit

Abbreviated Title: IB JAPANESE 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

International Baccalaureate Japanese 4 (#0712840) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712840

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Japanese >

Number of Credits: One (1) credit

Abbreviated Title: IB JAPANESE 4

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

International Baccalaureate Japanese 5 (#0712850) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712850

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Japanese >

Number of Credits: One (1) credit

Abbreviated Title: IB JAPANESE 5

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

International Baccalaureate Japanese 6 (#0712860) 2014 - And

Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Japanese.

GENERAL INFORMATION

Course Number: 0712860

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Japanese >

Number of Credits: One (1) credit

Abbreviated Title: IB JAPANESE 6

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Portuguese 1 (#0713300) 2020 - 2022 (current)

Course Standards

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.

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LAFS.910.WHST.1.2:	<ul style="list-style-type: none"> b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Portuguese 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages >
	SubSubject: Portuguese >
	Abbreviated Title: PORTUGUESE 1
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Elective Course	Course Level: 2
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese 1 (#0713300) 2022 - And Beyond

Course Standards

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.

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Portuguese 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: PORTUGUESE 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese 2 (#0713310) 2020 - 2022 (current)

Course Standards

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/he immediate surroundings for personal growth and enrichment.

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

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

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the **audience's knowledge of the topic**.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.1.2:

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Portuguese 2 reinforces the fundamental skills acquired by the students in Portuguese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Portuguese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: PORTUGUESE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese 2 (#0713310) 2022 - And Beyond

Course Standards

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.

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses.

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Portuguese 2 reinforces the fundamental skills acquired by the students in Portuguese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Portuguese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

GENERAL INFORMATION

Course Number: 0713310

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Portuguese >

Number of Credits: One (1) credit

Abbreviated Title: PORTUGUESE 2

Course Type: Elective Course

Course Length: Year (Y)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese 3 Honors (#0713320) 2020 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.

WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

Major Concepts/Content:

Portuguese 3 provides mastery and expansion of skills acquired by the students in Portuguese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713320

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: PORTUGUESE 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese 3 Honors (#0713320) 2022 - And Beyond

Course Standards

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.

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.

Name	Description
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WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
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WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.

WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Portuguese 3 provides mastery and expansion of skills acquired by the students in Portuguese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

<p>Course Number: 0713320</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Portuguese ></p>
<p>Number of Credits: One (1) credit</p>	<p>Abbreviated Title: PORTUGUESE 3 HON Course Length: Year (Y) Course Attributes:</p> <ul style="list-style-type: none"> • Honors
<p>Course Type: Elective Course Course Status: State Board Approved Grade Level(s): 9,10,11,12</p>	<p>Course Level: 3</p>

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese 4 Honors (#0713330) 2020 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.

WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

Major Concepts/Content:

Portuguese 4 expands the skills acquired by the students in Portuguese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: PORTUGUESE 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese 4 Honors (#0713330) 2022 - And Beyond

Course Standards

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WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
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WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Portuguese 4 expands the skills acquired by the students in Portuguese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713330	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Portuguese >
Number of Credits: One (1) credit	Abbreviated Title: PORTUGUESE 4 HON
	Course Length: Year (Y)
	Course Attributes:
	<ul style="list-style-type: none"> Honors
Course Type: Elective Course	Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese for Portuguese Speakers 1 (#0713340) 2020 - 2022

(current)

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and

- context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Portuguese 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 Portuguese grammar. Language Arts Standards are also included in this course to enable students to become literate in the Portuguese language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Portuguese language and societies.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: PORTUGUESE SPEAK 1

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese for Portuguese Speakers 1 (#0713340) 2022 - And

Beyond

Course Standards

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Clarifications:
 Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
 Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.
Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Portuguese 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 Portuguese grammar. Language Arts Standards are also included in this course to enable students to become literate in the Portuguese language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Portuguese language and societies.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713340

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: PORTUGUESE SPEAK 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese for Portuguese Speakers 2 (#0713350) 2020 - 2022

(current)

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.

WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LAFS.910.WHST.1.2:

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the **audience’s knowledge of the topic**.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Portuguese to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Portuguese grammar skills acquired in Portuguese for Portuguese Speakers 1. Students are exposed to a variety of Portuguese literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Portuguese and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Portuguese language and societies.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

<p>Course Number: 0713350</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Portuguese ></p> <p>Abbreviated Title: PORTUGUESE SPEAK 2</p> <p>Course Length: Year (Y)</p> <p>Course Level: 2</p>
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Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Portuguese for Portuguese Speakers 2 (#0713350) 2022 - And

Beyond

Course Standards

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.

WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. <p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p>

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to enable students whose heritage language is Portuguese to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Portuguese grammar skills acquired in Portuguese for Portuguese Speakers 1. Students are exposed to a variety of Portuguese literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Portuguese and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will continue reflecting the cultural values of Portuguese language and societies.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713350

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: Portuguese >

Number of Credits: One (1) credit

Abbreviated Title: PORTUGUESE SPEAK 2

Course Type: Elective Course

Course Length: Year (Y)

Course Status: State Board Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Portuguese 1 IGCSE Level (#0713360) 2020 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713360

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: PRE-AICE PORTUG 1 IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Cambridge Pre-AICE Portuguese 2 IGCSE Level (#0713362) 2020 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713362

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: PRE-AICE PORTUG 2 IG

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

Cambridge AICE Portuguese Language AS Level (#0713366) 2020 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Portuguese.

GENERAL INFORMATION

Course Number: 0713366

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Portuguese >

Abbreviated Title: AICE PORTUG LANG AS

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Portuguese (Elementary and Secondary Grades K-12)

World Language Humanities for International Studies

1 (#0714300) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.

WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

World Humanities 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.

Special Note: This course is intended for students who are already proficient in the language.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0714300

Course Path: Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult
Education Courses > **Subject:** World Languages >
SubSubject: World Language for International
Studies >

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Abbreviated Title: WRLDLNG INTL STUD1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

World Language Humanities for International Studies

1 (#0714300) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.

WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

World Humanities 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.

Special Note: This course is intended for students who are already proficient in the language.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0714300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: WRLDLNG INTL STUD1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

World Language Humanities for International Studies 2 (#0714310) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.

WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

World Humanities for International Studies 2 reinforces the fundamental skills acquired by the students in World Humanities for International Studies 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in World Humanities for International Studies 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Special Note: This course is intended for students who are already proficient in the language.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0714310

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** World Language for International Studies >

Number of Credits: One (1) credit

Abbreviated Title: WRLDLNG INTL STUD 2

Course Type: Elective Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

World Language Humanities for International Studies 2 (#0714310) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.

WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

World Humanities for International Studies 2 reinforces the fundamental skills acquired by the students in World Humanities for International Studies 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in World Humanities for International Studies 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Special Note: This course is intended for students who are already proficient in the language.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0714310

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: WRLDLNG INTL STUD 2

Course Length: Year (Y)

Course Level: 2

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

World Language Humanities for International Studies

3 (#0714320) 2015 - 2022 (current)

Course Standards

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

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from

LAFS.1112.SL.1.1:	<p>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

World Humanities for International Studies 3 provides mastery and expansion of skills acquired by the students in World Humanities for International Studies 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Special Note: This course is intended for students who are already proficient in the language.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0714320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** World Language for International Studies >

Number of Credits: One (1) credit

Abbreviated Title: WRLDLNG INTL STUD3

Course Type: Elective Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

World Language Humanities for International Studies

3 (#0714320) 2022 - And Beyond

Course Standards

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

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

World Humanities for International Studies 3 provides mastery and expansion of skills acquired by the students in World Humanities for International Studies 2. Specific content

includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Special Note: This course is intended for students who are already proficient in the language.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0714320

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: WRDLNG INTL STUD3

Course Length: Year (Y)

Course Level: 2

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

World Humanities for International Studies 4 Honors (#0714330) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from

LAFS.1112.SL.1.1:	<p>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

World Humanities for International Studies 4 expands the skills acquired by the students in World Humanities for International Studies 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note: This course is intended for students who are already proficient in the language.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0714330

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: WRLDLNG INTLSTUD4H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)
German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)
Arabic (Elementary and Secondary Grades K-12)
Japanese (Secondary Grades 7-12)
Japanese (Elementary and Secondary Grades K-12)
Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)
Italian (Secondary Grades 7-12)
Italian (Elementary and Secondary Grades K-12)
Chinese (Secondary Grades 7-12)
Chinese (Elementary and Secondary Grades K-12)
Russian (Secondary Grades 7-12)
Russian (Elementary and Secondary Grades K-12)

World Humanities for International Studies 4 Honors (#0714330) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting, coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task.

MA.K12.MTR.1.1:

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

World Humanities for International Studies 4 expands the skills acquired by the students in World Humanities for International Studies 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note: This course is intended for students who are already proficient in the language.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0714330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: WRLDLNG INTLSTUD4H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

German (Secondary Grades 7-12)

German (Elementary and Secondary Grades K-12)

Arabic (Elementary and Secondary Grades K-12)

Japanese (Secondary Grades 7-12)

Japanese (Elementary and Secondary Grades K-12)

Spanish (Secondary Grades 7-12)

Spanish (Elementary and Secondary Grades K-12)

Italian (Secondary Grades 7-12)

Italian (Elementary and Secondary Grades K-12)

Chinese (Secondary Grades 7-12)

Chinese (Elementary and Secondary Grades K-12)

Russian (Secondary Grades 7-12)

Russian (Elementary and Secondary Grades K-12)

Language and Literature for International Studies

1 (#0715305) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.

WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

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.

Special Note: This course is intended for students who are already proficient in the language.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715305

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: LANG/LIT INTSTUDIES1

Course Length: Year (Y)

Course Level: 2

Language and Literature for International Studies

1 (#0715305) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.

WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.5.1:	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
Use the accepted rules governing a specific format to create quality work.	

ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
Use appropriate voice and tone when speaking or writing.	
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

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.

Special Note: This course is intended for students who are already proficient in the language.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715305

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: LANG/LIT INTSTUDIES1

Course Length: Year (Y)

Course Level: 2

Language and Literature for International Studies 2 (#0715315) 2015 - 2022 (current)

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.

WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture’s contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 2 reinforces the fundamental skills acquired by the students in Language and Literature for International Studies 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Language and Literature for International Studies 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Special Note: This course is intended for students who are already proficient in the language.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715315

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: LANG/LIT INTSTUDIES2

Course Length: Year (Y)

Course Level: 2

Language and Literature for International Studies 2 (#0715315) 2022 - And Beyond

Course Standards

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.

WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 2 reinforces the fundamental skills acquired by the students in Language and Literature for International Studies 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Language and Literature for International Studies 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Special Note: This course is intended for students who are already proficient in the language.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715315	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: World Language for International Studies >
Number of Credits: One (1) credit	Abbreviated Title: LANG/LIT INTSTUDIES2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Language and Literature for International Studies 3 Honors (#0715325) 2015 - 2022 (current)

Course Standards

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.

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

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.

WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 3 provides mastery and expansion of skills acquired by the students in Language and Literature for International Studies 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Special Note: This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL’s need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715325

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International
Studies >

Abbreviated Title: LANG/LITINTSTUDIES3H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Language and Literature for International Studies 3 Honors (#0715325) 2022 - And Beyond

Course Standards

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.

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

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.

WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems.

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop **students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are **introduced**. **Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.** Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they **are thinking**. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 3 provides mastery and expansion of skills acquired by the students in Language and Literature for International Studies 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Special Note: This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715325

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: LANG/LITINTSTUDIES3H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Language and Literature for International Studies 4 Honors (#0715335) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.

WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 4 expands the skills acquired by the students in Language and Literature for International Studies 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note: This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715335

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International
Studies >

Abbreviated Title: LANG/LITINTSTUDIES4H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Language and Literature for International Studies 4 Honors (#0715335) 2022 - And Beyond

Course Standards

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.

WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.

MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
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<p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
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<p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
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<p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.
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<p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
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MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations.
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<p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 4 expands the skills acquired by the students in Language and Literature for International Studies 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note: This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715335

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: LANG/LITINTSTUDIES4H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Language and Literature for International Studies 5 Honors (#0715345) 2015 - 2022 (current)

Course Standards

Standard 1:

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.

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.

WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 5 expands the skills acquired by the students in Language and Literature for International Studies 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note:

This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715345

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: LANG/LITINTSTUDIES5H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Language and Literature for International Studies 5 Honors (#0715345) 2022 - And Beyond

Course Standards

Standard 1:

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.

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.

WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting, coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 5 expands the skills acquired by the students in Language and Literature for International Studies 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note:

This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715345

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** World Language for International Studies >

Abbreviated Title: LANG/LITINTSTUDIES5H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Language and Literature for International Studies 6 Honors (#0715355) 2015 - 2022 (current)

Course Standards

Standard 1:

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.

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well-structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.

WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 6 expands the skills acquired by the students in Language and Literature for International Studies 5. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note: This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715355

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** World Language for International Studies >

Abbreviated Title: LANG/LITINTSTUDIES6H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Language and Literature for International Studies 6 Honors (#0715355) 2022 - And Beyond

Course Standards

Standard 1:

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.

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.

WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting, coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

ELA.K12.EE.3.1:

	beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 6 expands the skills acquired by the students in Language and Literature for International Studies 5. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note: This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715355

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: World Language for International Studies >

Abbreviated Title: LANG/LITINTSTUDIES6H

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Language and Literature for International Studies 7 Honors (#0715365) 2015 - 2022 (current)

Course Standards

Standard 1:

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.

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.

WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes an authentic setting, coherent plot, and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 7 expands the skills acquired by the students in Language and Literature for International Studies 6. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary

for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note: This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715365

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: World Language for International Studies >

Abbreviated Title: LANG/LITINTSTUDIES7H

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Language and Literature for International Studies 7 Honors (#0715365) 2022 - And Beyond

Course Standards

Standard 1:

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.

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.

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.

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WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
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WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
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WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
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WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
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WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.

- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or **make predictions about what will happen based on the title page**. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Language and Literature for International Studies 7 expands the skills acquired by the students in Language and Literature for International Studies 6. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

Special Note: This course is intended for students who are already proficient in the language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any World Language certification

Any Field with the American Sign Language Endorsement

GENERAL INFORMATION

Course Number: 0715365	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: World Language for International Studies >
Number of Credits: One (1) credit	Abbreviated Title: LANG/LITINTSTUDIES7H
	Course Length: Year (Y)
	Course Attributes:
	<ul style="list-style-type: none"> Honors
Course Type: Elective Course	Course Level: 3
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

Turkish 1 (#0716300) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LAFS.910.WHST.1.2:	<ul style="list-style-type: none"> b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Turkish 1 introduces students to the target language and its culture. 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0716300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages >
	SubSubject: Turkish >
	Abbreviated Title: TURKISH 1
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Elective Course	Course Level: 2
Course Status: Course Approved	
Grade Level(s): 9,10,11,12	

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)
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Turkish 1 (#0716300) 2022 - And Beyond

Course Standards

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.

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.

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WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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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 on 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.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.
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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.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.
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WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
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WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div> <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Turkish 1 introduces students to the target language and its culture. 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0716300

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Turkish >

Abbreviated Title: TURKISH 1

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

Turkish 2 (#0716310) 2015 - 2022 (current)

Course Standards

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/he immediate surroundings for personal growth and enrichment.

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

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

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the **audience's knowledge of the topic**.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.1.2:

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

Turkish 2 reinforces the fundamental skills acquired by the students in Turkish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Turkish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by **curriculum developers and teachers which maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0716310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Turkish >
Number of Credits: One (1) credit	Abbreviated Title: TURKISH 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: Course Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

Turkish 2 (#0716310) 2022 - And Beyond

Course Standards

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/he immediate surroundings for personal growth and enrichment.

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses.

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

Turkish 2 reinforces the fundamental skills acquired by the students in Turkish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Turkish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0716310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Turkish >

Abbreviated Title: TURKISH 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

Turkish 3 Honors (#0716320) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.

WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

Major Concepts/Content:

Turkish 3 provides mastery and expansion of skills acquired by the students in Turkish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

<p>Course Number: 0716320</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Turkish ></p> <p>Abbreviated Title: TURKISH 3 HON</p> <p>Course Length: Year (Y)</p> <p>Course Attributes:</p> <ul style="list-style-type: none"> • Honors <p>Course Level: 3</p>
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Educator Certifications

Turkish (Elementary and Secondary Grades K-12)
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Turkish 3 Honors (#0716320) 2022 - And Beyond

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work-related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.

WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content:

Turkish 3 provides mastery and expansion of skills acquired by the students in Turkish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0716320

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Turkish >
Abbreviated Title: TURKISH 3 HON
Course Length: Year (Y)
Course Attributes:

Number of Credits: One (1) credit

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

Turkish 4 Honors (#0716330) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.

WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

VERSION DESCRIPTION

Turkish 4 expands the skills acquired by the students in Turkish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0716330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Turkish >

Abbreviated Title: TURKISH 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

Turkish 4 Honors (#0716330) 2022 - And Beyond

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.

WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.
WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Turkish 4 expands the skills acquired by the students in Turkish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

GENERAL NOTES

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Turkish.

GENERAL INFORMATION

Course Number: 0716330

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Turkish >

Number of Credits: One (1) credit

Abbreviated Title: TURKISH 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Educator Certifications

Turkish (Elementary and Secondary Grades K-12)

American Sign Language 1 (#0717300) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and

LAFS.910.WHST.1.2:	<p>examples appropriate to the audience's knowledge of the topic.</p> <ul style="list-style-type: none"> c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

American Sign Language 1 introduces students to the target language and its culture. 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 with introductions to culture, connections, comparisons, and communities.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

<p>Course Number: 0717300</p> <p>Number of Credits: One (1) credit</p> <p>Course Type: Elective Course</p> <p>Course Status: Course Approved</p> <p>Grade Level(s): 9,10,11,12</p>	<p>Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: American Sign Language > Abbreviated Title: AMER SIGN LANG 1 Course Length: Year (Y) Course Level: 2</p>
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Educator Certifications

American Sign Language Endorsement

American Sign Language 1 (#0717300) 2022 - And Beyond

Course Standards

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.

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.

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. <p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context.

MA.K12.MTR.3.1:

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.

ELA.K12.EE.1.1:	In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers . Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

American Sign Language 1 introduces students to the target language and its culture. 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 with introductions to culture, connections, comparisons, and communities.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0717300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 1

Course Length: Year (Y)

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

American Sign Language Endorsement

American Sign Language 2 (#0717310) 2015 - 2022 (current)

Course Standards

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/he immediate surroundings for personal growth and enrichment.

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the **audience's knowledge of the topic**.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.1.2:

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0717310

Course Path: **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

American Sign Language Endorsement

American Sign Language 2 (#0717310) 2022 - And Beyond

Course Standards

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/he immediate surroundings for personal growth and enrichment.

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.

Name	Description
WL.K12.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.
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
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.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
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.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
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, traditions).
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
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.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	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.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses.

- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive, skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education

Course Number: 0717310

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 2

Course Length: Year (Y)

Course Level: 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

American Sign Language Endorsement

American Sign Language 3 Honors (#0717312) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.1:	Demonstrate understanding of extended speech on familiar and unfamiliar topics.
WL.K12.AL.1.2:	Follow presentations on familiar and unfamiliar topics in different situations.
WL.K12.AL.1.3:	Demonstrate understanding of factual information about everyday life, study, or work- related topics.
WL.K12.AL.2.1:	Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
WL.K12.AL.2.2:	Make inferences and predictions from a written source.
WL.K12.AL.3.1:	Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
WL.K12.AL.3.2:	Express and connect ideas when engaged in a lengthy conversation.
WL.K12.AL.3.3:	Justify personal preferences, needs and feelings in order to persuade others.
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
WL.K12.AL.4.2:	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
WL.K12.AL.4.3:	Speak using different time frames and appropriate mood with good control.
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
WL.K12.AL.5.2:	Write work-related documents (fill out an application, prepare a resume, write a business letter).
WL.K12.AL.5.3:	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
WL.K12.AL.5.4:	Use idioms and idiomatic expressions in writing.
WL.K12.AL.6.1:	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
WL.K12.AL.6.2:	Explain why the target language has value in culture and in a global society.
WL.K12.AL.7.1:	Apply knowledge gained in the target language to make connections to other content areas.
WL.K12.AL.8.1:	Apply new structural patterns acquired in the target language.
WL.K12.AL.9.1:	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
WL.K12.IH.1.1:	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2:	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3:	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4:	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5:	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6:	Demonstrate understanding of complex directions and instructions in unfamiliar settings.
WL.K12.IH.2.1:	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2:	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3:	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4:	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.
WL.K12.IH.3.1:	State and support different points of views and take an active part in discussions.
WL.K12.IH.3.2:	Sustain a conversation in uncomplicated situations on a variety of topics.
WL.K12.IH.3.3:	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
WL.K12.IH.3.4:	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
WL.K12.IH.3.5:	Initiate, maintain, and end a conversation on a variety of familiar topics.
WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
WL.K12.IH.3.7:	Ask for, follow, and give directions in complex situations.
WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
WL.K12.IH.4.1:	Present information on familiar topics with clarity and detail using multimedia resources.
WL.K12.IH.4.2:	Present viewpoints on an issue and support opinions with clarity and detail.
WL.K12.IH.4.3:	Describe personal experiences and interests with clarity and detail.
WL.K12.IH.4.4:	Produce reports and multimedia compositions in order to present a group project.
WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.

WL.K12.IH.4.6:	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
WL.K12.IH.5.2:	Describe, in writing, personal experiences and interests with clarity and detail.
WL.K12.IH.5.3:	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
WL.K12.IH.5.4:	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

American Sign Language 3 provides mastery and expansion of skills acquired by the students in American Sign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using the target language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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GENERAL INFORMATION

Course Number: 0717312

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 3 HON

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Honors

Course Type: Elective Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

American Sign Language Endorsement

American Sign Language 3 Honors (#0717312) 2022 - And Beyond

Course Standards

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WL.K12.IH.3.6:	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
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WL.K12.IH.3.8:	Describe and elaborate on a personal situation or problem using details.
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WL.K12.IH.4.5:	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.

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WL.K12.IH.5.1:	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
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WL.K12.IH.5.5:	Describe, in writing, events in chronological order.
WL.K12.IH.5.6:	Write about a story and describe reactions with clarity and detail.
WL.K12.IH.5.7:	Write a short essay or biography using descriptive details and a variety of sentence structure.
WL.K12.IH.6.1:	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
WL.K12.IH.6.2:	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
WL.K12.IH.6.3:	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
WL.K12.IH.6.4:	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IH.7.1:	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
WL.K12.IH.7.2:	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.
WL.K12.IH.8.1:	Compare similarities and differences between the target language and own language.
WL.K12.IH.8.2:	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
WL.K12.IH.8.3:	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9.1:	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
WL.K12.IH.9.2:	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.

Clarifications:
 Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.
 Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:
 K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
 4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
 6-8 Students continue with previous skills and use a style guide to create a proper citation.
 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:
 See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

American Sign Language 3 provides mastery and expansion of skills acquired by the students in American Sign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using the target language.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0717312	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages >
Number of Credits: One (1) credit	SubSubject: American Sign Language > Abbreviated Title: AMER SIGN LANG 3 HON
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Attributes: <ul style="list-style-type: none"> • Honors
Grade Level(s): 9,10,11,12	Course Level: 3

Educator Certifications

American Sign Language Endorsement

American Sign Language 4 Honors (#0717314) 2015 - 2022 (current)

Course Standards

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.

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.

Name	Description
WL.K12.AL.1.4:	Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.
WL.K12.AL.1.5:	Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.
WL.K12.AL.1.6:	Follow technical instructions for familiar products and services.
WL.K12.AL.2.3:	Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.
WL.K12.AL.2.4:	Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.
WL.K12.AL.3.5:	Maintain a conversation even when unpredictable situations arise in a familiar context.
WL.K12.AL.3.6:	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
WL.K12.AL.3.7:	Incorporate formal and informal language and the appropriate register in a conversation.
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4.4:	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
WL.K12.AL.4.5:	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
WL.K12.AL.4.6:	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5.5:	Write using different time frames and appropriate mood.
WL.K12.AL.5.6:	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
WL.K12.AL.5.7:	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6.3:	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
WL.K12.AL.6.4:	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7.2:	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
WL.K12.AL.9.2:	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.
WL.K12.AM.1.1:	Demonstrate understanding of factual information about common everyday or job-related topics.
WL.K12.AM.1.2:	Demonstrate understanding of presentations where different accents and lexical variations are used.
WL.K12.AM.1.3:	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
WL.K12.AM.1.4:	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
WL.K12.AM.2.1:	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.

WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
WL.K12.AM.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture's contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

Major Concepts/Content:

American Sign Language 4 expands the skills acquired by the students in American Sign Language 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes. Media selections are varied and taken from authentic target language literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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GENERAL INFORMATION

Course Number: 0717314

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

American Sign Language Endorsement

American Sign Language 4 Honors (#0717314) 2022 - And Beyond

Course Standards

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:

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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.

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WL.K12.AL.8.2:	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
WL.K12.AL.8.3:	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own .
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WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion.
WL.K12.AM.1.6:	Follow complex technical instructions and specifications in real life settings.
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WL.K12.AM.2.2:	Demonstrate understanding of different points of view presented through a variety of literary works.
WL.K12.AM.2.3:	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
WL.K12.AM.2.4:	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
WL.K12.AM.3.1:	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
WL.K12.AM.3.2:	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AM.3.3:	Elaborate on and justify personal preferences, needs, and feelings.
WL.K12.AM.3.4:	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
WL.K12.AM.3.5:	Exchange and develop information about personal and academic tasks.
WL.K12.AM.3.6:	Use a variety of idiomatic and culturally authentic expressions appropriately.
WL.K12.AM.3.7:	Exchange general information on a variety of topics outside fields of interest.
WL.K12.AM.3.8:	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
WL.K12.AM.4.1:	Deliver an articulated presentation on personal, academic, or professional topics.
WL.K12.AM.4.2:	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
WL.K12.AM.4.3:	Narrate, with ease and detail, events of current, public, or personal interest.

WL.K12.AM.4.4:	Prepare and deliver presentations based on inquiry or research.
WL.K12.AM.4.5:	Narrate a story and describe reactions with clarity and detail.
WL.K12.AM.4.6:	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
WL.K12.AM.5.1:	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
WL.K12.AM.5.2:	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
WL.K12.AM.5.3:	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
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WL.K12.AM.5.5:	Write with clarity following consistent control of time frames and mood.
WL.K12.AM.5.6:	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
WL.K12.AM.5.7:	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
WL.K12.AM.6.1:	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
WL.K12.AM.6.2:	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
WL.K12.AM.6.3:	Evaluate the effects of the target culture’s contributions on other societies.
WL.K12.AM.6.4:	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AM.7.1:	Analyze, reinforce, and further knowledge of other disciplines through the target language.
WL.K12.AM.7.2:	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
WL.K12.AM.8.1:	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
WL.K12.AM.8.2:	Analyze the sound symbol association between the target language and own.
WL.K12.AM.8.3:	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
WL.K12.AM.9.1:	Use knowledge acquired in the target language to access information on careers and employment opportunities.
WL.K12.AM.9.2:	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students’ ability to analyze and problem solve. Recognize students’ effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. <p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others.

MA.K12.MTR.4.1:

- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and

	beyond.
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

American Sign Language 4 expands the skills acquired by the students in American Sign Language 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes. Media selections are varied and taken from authentic target language literary works.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0717314

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 4 HON

Course Length: Year (Y)

Course Attributes:

- Honors

Course Level: 3

Educator Certifications

American Sign Language Endorsement

American Sign Language 5 Honors (#0717316) 2015 - 2022 (current)

Course Standards

Standard 1:

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.

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.

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

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.

WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content: American Sign Language 5 expands the skills acquired by the students in American Sign Language 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational and interpretive skills. There is additional growth in vocabulary for real-life, authentic purposes. Media selections are varied and taken from authentic target language works.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0717316

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 5 HON

Course Length: Year (Y)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

American Sign Language 5 Honors (#0717316) 2022 - And Beyond

Course Standards

Standard 1:

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.

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.

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

Name	Description
WL.K12.AH.1.1:	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2:	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3:	Analyze the speaker's perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4:	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5:	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6:	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.
WL.K12.AH.2.1:	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2:	Interpret and synthesize meaning from a variety of fictional works and recognize the author's purpose.
WL.K12.AH.2.3:	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4:	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
WL.K12.AH.3.1:	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2:	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3:	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4:	Develop and defend complex information during debates or meetings.
WL.K12.AH.3.5:	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
WL.K12.AH.3.6:	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
WL.K12.AH.3.7:	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
WL.K12.AH.3.8:	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience.
WL.K12.AH.4.2:	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
WL.K12.AH.4.3:	Deliver and defend a viewpoint on an academic or professional issue.
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
WL.K12.AH.4.5:	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
WL.K12.AH.4.6:	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.

WL.K12.AH.5.1:	Write with fluency and clarity well-structured documents on complex topics.
WL.K12.AH.5.2:	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
WL.K12.AH.5.3:	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
WL.K12.AH.5.4:	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
WL.K12.AH.5.5:	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
WL.K12.AH.5.6:	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
WL.K12.AH.5.7:	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
WL.K12.AH.6.1:	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
WL.K12.AH.6.2:	Analyze aspects of the target language that are expressions of culture.
WL.K12.AH.6.3:	Summarize the impact of influential people and events, and their contributions to the global community.
WL.K12.AH.6.4:	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
WL.K12.AH.7.1:	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
WL.K12.AH.7.2:	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
WL.K12.AH.8.1:	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.
WL.K12.AH.8.2:	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
WL.K12.AH.8.3:	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
WL.K12.AH.9.1:	Use language skills and cultural understanding beyond immediate environment for personal growth.
WL.K12.AH.9.2:	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations. </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <div style="border: 1px solid black; padding: 5px;"> <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. </div>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content: American Sign Language 5 expands the skills acquired by the students in American Sign Language 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational and interpretive skills. There is additional growth in vocabulary for real-life, authentic purposes. Media selections are varied and taken from authentic target language works.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0717316

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 9 to 12 and Adult
 Education Courses > **Subject:** World Languages >
SubSubject: American Sign Language >
Abbreviated Title: AMER SIGN LANG 5 HON
Course Length: Year (Y)
Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

American Sign Language 6 Honors (#0717318) 2015 - 2022 (current)

Course Standards

Standard 1:

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.

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.

WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
LAFS.1112.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric , assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.1112.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content: American Sign Language 6 expands on the communication skills acquired by students in American Sign Language 5. Specific content includes, but is not limited to, 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms; 2) further development of comprehension skills through the study of literary selections; and 3) interpretation of works of targeted language writers, while developing an understanding of major literary movements.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0717318

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 6 HON

Course Length: Year (Y)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

American Sign Language 6 Honors (#0717318) 2022 - And Beyond

Course Standards

Standard 1:

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.

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.

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.

Name	Description
WL.K12.SU.1.1:	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
WL.K12.SU.1.2:	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
WL.K12.SU.1.3:	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
WL.K12.SU.1.4:	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
WL.K12.SU.1.5:	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
WL.K12.SU.1.6:	Follow information from recorded authentic complex passages.
WL.K12.SU.2.1:	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
WL.K12.SU.2.2:	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
WL.K12.SU.2.3:	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
WL.K12.SU.2.4:	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3.1:	Use language for all purposes effectively and consistently.
WL.K12.SU.3.2:	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
WL.K12.SU.3.3:	Express and defend viewpoints or recommendations on a variety of topics or statements.
WL.K12.SU.3.4:	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
WL.K12.SU.3.5:	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
WL.K12.SU.3.6:	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
WL.K12.SU.3.7:	Deliver and defend recommendations in business, scientific, academic, or social contexts.
WL.K12.SU.3.8:	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4.1:	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
WL.K12.SU.4.2:	Give a clearly articulated, well- structured presentation on a complex topic.
WL.K12.SU.4.3:	Adapt presentation to reflect attitudes and culture of the audience.
WL.K12.SU.4.4:	Present fluently and with ease in a variety of settings.
WL.K12.SU.4.5:	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
WL.K12.SU.4.6:	Adapt oral presentations spontaneously to meet unexpected needs.

WL.K12.SU.5.1:	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
WL.K12.SU.5.2:	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
WL.K12.SU.5.3:	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
WL.K12.SU.5.4:	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
WL.K12.SU.5.5:	Use humor and irony when writing an essay.
WL.K12.SU.5.6:	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
WL.K12.SU.5.7:	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6.1:	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
WL.K12.SU.6.2:	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
WL.K12.SU.6.3:	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
WL.K12.SU.6.4:	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7.1:	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
WL.K12.SU.7.2:	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8.1:	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
WL.K12.SU.8.2:	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
WL.K12.SU.8.3:	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.
WL.K12.SU.9.1:	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
WL.K12.SU.9.2:	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task.

MA.K12.MTR.4.1:

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are **introduced**. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

Major Concepts/Content: American Sign Language 6 expands on the communication skills acquired by students in American Sign Language 5. Specific content includes, but is not limited to, 1) reinforcement of the students' interpersonal communication skills: their ability to express ideas, feelings, and opinions in oral and written forms; 2) further development of comprehension skills through the study of literary selections; and 3) interpretation of works of targeted language writers, while developing an understanding of major literary movements.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

GENERAL INFORMATION

Course Number: 0717318

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: American Sign Language >

Abbreviated Title: AMER SIGN LANG 6 HON

Course Length: Year (Y)

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Creek 1 (#0719300) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Muscogee (Creek) 1 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Creek.

GENERAL INFORMATION

Course Number: 0719300

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Muscogee (Creek) >

Number of Credits: One (1) credit

Abbreviated Title: CREEK 1

Course Type: Elective Course

Course Length: Year (Y)

Course Status: Course Approved

Course Level: 2

Grade Level(s): 9,10,11,12

Creek 1 (#0719300) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Muscogee (Creek) 1 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Creek.

GENERAL INFORMATION

Course Number: 0719300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Muscogee (Creek) >
Number of Credits: One (1) credit	Abbreviated Title: CREEK 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2

Creek 2 (#0719310) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Muscogee (Creek) 2 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Creek.

GENERAL INFORMATION

Course Number: 0719310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Muscogee (Creek) >

Abbreviated Title: CREEK 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Creek 2 (#0719310) 2022 - And Beyond

Course Standards

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
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WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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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 on 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.
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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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	<p>Clarifications:</p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
	<p>Clarifications:</p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
	<p>Clarifications:</p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Muscogee (Creek) 2 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Creek.

GENERAL INFORMATION

Course Number: 0719310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Muscogee (Creek) >
Number of Credits: One (1) credit	Abbreviated Title: CREEK 2
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Elaponke 1 (#0720300) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

General Course Information and Notes

GENERAL NOTES

Elaponke 1 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Seminole.

GENERAL INFORMATION

Course Number: 0720300

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Elaponke (Seminole) >

Abbreviated Title: ELAPONKE 1

Course Length: Year (Y)

Course Level: 2

Elaponke 1 (#0720300) 2022 - And Beyond

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p>Read and comprehend grade-level complex texts proficiently.</p>

ELA.K12.EE.2.1:	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

Elaponke 1 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Seminole.

GENERAL INFORMATION

Course Number: 0720300	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Elaponke (Seminole) >
Number of Credits: One (1) credit	Abbreviated Title: ELAPONKE 1
Course Type: Elective Course	Course Length: Year (Y)
Course Status: State Board Approved	Course Level: 2
Grade Level(s): 9,10,11,12	

Elaponke 2 (#0720310) 2015 - 2022 (current)

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

General Course Information and Notes

GENERAL NOTES

Elaponke 2 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which **maximizes an ELL's need for communication and social skills**. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Seminole.

GENERAL INFORMATION

Course Number: 0720310

Course Path: Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** World Languages >

SubSubject: Elaponke (Seminole) >

Abbreviated Title: ELAPONKE 2

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Standards

Name	Description
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.
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.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.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
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.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
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.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
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.
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.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.
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.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
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.
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.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
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.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
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 on 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.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.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.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.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.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.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
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.
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.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
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.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.
	<p>Clarifications:</p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.
	<p>Clarifications:</p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.
	<p>Clarifications:</p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others.

MA.K12.MTR.4.1:

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly quoted, paraphrased, or used for information.** When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl

	smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Elaponke 2 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Seminole.

GENERAL INFORMATION

Course Number: 0720310	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: World Languages > SubSubject: Elaponke (Seminole) > Abbreviated Title: ELAPONKE 2
Number of Credits: One (1) credit	Course Length: Year (Y)
Course Type: Elective Course	Course Level: 2
Course Status: State Board Approved	
Grade Level(s): 9,10,11,12	

World Language Waiver (Local Documentation Required) (#0791920) 2015 - 2022 (current)

General Course Information and Notes

GENERAL INFORMATION

Course Number: 0791920

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG WAIVER
Course Length: Not Applicable

Course Type: Course Waiver

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

World Language Waiver (Local Documentation Required) (#0791920) 2022 - And Beyond

Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> Focus on relevant details within a problem.

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL INFORMATION

Course Number: 0791920

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** World Languages > **SubSubject:** Transfer and Bright Futures Waiver > **Abbreviated Title:** WORLD LANG WAIVER
Course Length: Not Applicable

Course Type: Course Waiver

Course Status: State Board Approved

Grade Level(s): 9,10,11,12